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- **Bachelor of Science (Honours) in Psychology**
- **Master of Education (Leadership and Management)**

**A reflective journey with a college leader
managing change in her own organization
by employing an action research approach**

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Abstract

This study investigates emergent problems by taking on the double role of being a leader and change agent in my own organization. An action research methodology was employed to deal with role conflicts and dynamic change processes. The findings were gained over a period of three years, working through four action research cycles. They provide, on the one hand, insights into how I solved arising conflicts concerning the double role, and, on the other hand, how frame-breaking change was managed by applying an action research stance.

For the former, I entered a personal reflection discourse for analysing emerging data generated from managing new realities and changing relationships with my co-researchers. This meant that my literature review focused on change and diagnostic instruments of change, as well as on leadership models and leadership styles. The advantage was that I had to study the relevant theories in real time and could apply them directly. Simultaneously, however, I also had to reflect emerging problems by employing these theories in my leadership and research practice. For this continuous and two-way reflection process I utilized a personal diary. Using an action research approach proved to be time- and labour-intensive, as well as an emotionally demanding process. However, it allowed me to steer and lead through change and empower my co-researchers to discover positive solutions to cope with frame-breaking transformation.

The methodology of action research supported a systematic approach to transformation in order to realize the necessary adaptations. Furthermore, joint decisions and actions sustained not just commitment to our system change, but also supported a problem solving stance that was more beneficial for reaching our aims than we had ever envisioned. In conclusion, it can be said that being the leader and change agent in my own organization has increased awareness of my personal strengths and weaknesses as a leader of change. The method of action research enhanced a rigorous but also reflective learning process together with my co-researchers.

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Chapter 1: Introduction

Context and motivation

On 9 November 2005, as School Leader of a psychiatric nursing college in Münsingen, Switzerland, I was informed that the Canton of Berne was changing its professional education system, based on a new law passed in December 2000, when Switzerland agreed to conform to the Bologna Accords. These created a European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe. In 2002, this was strengthened by Switzerland's participation in the Copenhagen Process, which focused on European cooperation in vocational education and training (VET). The Swiss Federal Office for Education and Training (OPET) forced all 26 cantons to implement the new law. I informed my staff of the issues that affected us:

- changing from the cantonal Health and Social Services Department to the cantonal Education Department on 1 January 2006;
- merging the seven nursing education colleges into one Central Competence Centre in 2008;
- changing from secondary to tertiary education.

Although aware that these changes were significant, I was ignorant of the magnitude of upheaval they would cause. It took several weeks to fully comprehend how the strategy, structure and culture of our organization, as well as our professional and individual role identities and relationships with our students and stakeholders, were going to change. As our institution was the only college training psychiatric nurses, I feared that our tradition and psychiatric knowledge would be diluted or even lost. I was able to negotiate my college's independence with the Education Department as long as we reached the quality standards and accepted the change by the end of 2011. My goal was to use this time to find a way to protect the body of knowledge in psychiatric nursing education, while making my decisions and actions public and subject to open judgement.

The aim of this thesis, therefore, is to present an account of the reflective journey that the staff and I undertook as we went through this change.

The change strategy adopted

Heifetz and Linsky (2002, p. 13) say that:

Leadership would be a safe undertaking if your organizations and communities only faced problems for which they already knew the solutions.

When confronted with the change outlined above, I felt unable to visualize solutions or problems. In addition, there was no obvious strategy for coping with the necessary change and writing a research account of it. There were, though, two decisions to make: who would lead the change, and how would the research into the change process and outcomes be done? Kemmis (2003, pp. 186-87) suggests that many practitioners use an external facilitator to support them in carrying out change. However, outsiders tend to influence (to a varying degree) the research agenda i.e. the questions, interpretations and findings. This loss of 'ownership' of one's research agenda bears the risks of less authentic problem solving and poorer self-critical reflection; it may even reduce the integration of groups and/or individuals concerned by the change.

Kotter (2001) argues that it is the function of a leader to cope with change. Rather than outside facilitators who leave once the project is concluded: 'insider' organizational leaders continue to motivate and inspire their followers to reinforce the change, preventing re-adoption of former practices. However, whether leaders of change are chosen from inside or outside, Eden and Huxham (1996, p. 76) state that 'only a small number of professional consultants and practising managers take the time to reflect on and publish what they are doing.' This is particularly the case when managing change in one's own organization. Coghlan and Brannick (2007, 2nd edn, pp. VI-VII) argue that researching your own practice, and particularly 'researching your own organization, is a neglected subject in research-literature'.

One reason for this might have its roots in the research agenda itself: practice and practices represent the object of investigation (Kemmis, 2003; Coghlan and Brannick, 2007, 2nd edn). This could be because, in Ackoff's (1981) words, these practices cannot be defined as simply 'problems but as 'messes' which are resistant to 'solutions'; in fact messes can only be 'managed'. In the same vein, Schön (1983, p. 42) uses the metaphor of 'theoretical highlands' and 'swampy lowlands of practice'. He suggests that professionals are asked to build a bridge between these two topographies. Therefore, he recommends that practitioners frame the problems that they encounter, and, by critical reflection, find theories that help them to understand and solve these difficulties, while simultaneously linking theory to practice. Schön (1983, p. 126; 1987, pp. 135-38) notes that there is still the dilemma of 'mastery and mystery' i.e. professionals demonstrating their mastery of practice, while keeping the source of their performance mysterious.

Dreyfuss and Dreyfuss (1986) argue that it is paramount that practitioners describe their experiences in order to support others to become experts. Benner (1984) asks experts to explain their practices so that 'novices', 'advanced beginners', 'competent' and 'proficient' practitioners are able to profit from otherwise 'hidden professional knowledge-resources'. The question 'how do you match the right idea, to the right problem, at the right time, and in the right way?' is, according to Boleman and Deal (1991, pp. 3-4), only answered by having the courage to 'reframe old problems' so that they can be analysed 'in new light'. Moreover, only if claims are made public can others judge what practitioners have based their decisions on (McNiff, 1999).

Reflecting on these ideas, it became important to me to find a research approach that would allow me to investigate my own practice of change, while also carrying out my leadership function. I knew that the approach of action research presents a stance to cope with change in a dynamic way. In addition, action research helps practitioners build a bridge between Schön's 'highlands' and 'lowlands' through self-reflection and collaboration. Practical theories are then developed by professionals themselves and present an integral part of the change process. Change processes are context-specific, thus offering relevant solutions to practice concerns (Kemmis, 2003).

This supported my decision to become a change agent in my own organization, while also being its leader, and persuaded me to adopt an action research approach to both managing the change and researching the process, including both difficulties and achievements. I am aware that other practitioners involved in leadership and management have to adapt this account to their own circumstances (Eden and Huxham, 1996). Nevertheless, it lifts Schön's veil of 'mastery and mystery', particularly as action research is a neglected subject in the field of management and leadership (Coghlan and Brannick, 2007, 2nd edn). Therefore, my thesis offers an authentic 'view over the shoulder' of a researcher who wanted to advance personal growth and professional development both in herself and her colleagues (Eden and Huxham, 1996, p. 77). My leading question was: 'How can I be a change agent in my own organization, while at the same time being its leader, in order to protect our practical knowledge within educational system change?'

The structure of the thesis is as follows: chapter 2 describes and justifies the approach of action research to bringing about change; chapters 3-6 focus in chronological order on four action research cycles undertaken to master the change up to the point when the thesis was completed. Every chapter includes the literature employed to frame the problems and find collaborative solutions. Critical reflections on the methodology of action research are in the 'evaluation' of each action research cycle. Chapter 7 offers a critical reflection on the application of the action research process. Chapter 8 concludes and sets out recommendations for others facing similar circumstances considering an action research approach. A postscript detailing the period following data collection is added in order for the reader to see the conclusion of the complete change process.

Chapter 2: Methodology

There are two major research paradigms: positivism and interpretivism. Each implies a set of beliefs about the nature of knowledge, its foundations, scope and validity. These are discussed before arguing for an alternative research approach more relevant to both researching and enacting organizational change.

The empiricist or positivistic tradition in professional research

Cohen, Manion and Morrison (2000, 5th edn, p. 7) argue that the empiricist approach to research incorporates an ontology of realism, an epistemology of positivism, a human nature of determinism and a nomothetic methodology. These four ideas influence research employing a positivistic stance through seeking an objective, unbiased and value-free view to discover how things really are (Eisner, 2003). Consequently, positivist research is restricted to areas that can be measured empirically (Cohen *et al.*, 2000, 5th edn).

Positivist epistemology defines knowledge as 'hard, objective and tangible', thus demanding that researchers assume an observing role (Cohen *et al.* 2000, 5th edn, p. 6). The empiricist perspective seeks answers to research questions such as 'how; how many/how much or why' (Yin, 2003, 3rd edn, p. 5). The substance of the research is based on data collected about other people's practice and believed to be objective, as the results are interpreted by external (and therefore independent) researchers. Consequently, practitioners are asked to fit their practice into a stated theory, rather dealing with a problem in order to improve their professional expertise (McNiff, 1999).

Focusing on the perceptions of human nature and methodology, the positivistic perspective shows that a distinct correlational or cause-and-effect relationship exists. As a result, consequences can be predicted, are generalizable and fit into predetermined structures. Judgements are reached in standardised ways, based on the controlled manipulation of variables, including statistical tests,

laboratory experiments or comparisons with control groups. These methods are part of the quantitative methodology based on what is known as the scientific approach (Cohen *et al.* 2000). In turn, this implies that practitioners are viewed as technicians applying nomothetic theory proposed by scientists. Furthermore, within the empiricist tradition, interferences with individuals and/or groups concerned with the research are regarded as data contamination through subjective/idiosyncratic interpretations.

In contrast to these arguments, Cohen *et al.* (2000, 5th edn) argue that letting theory determine practice runs the risk of practice alienation and compromises the validity of the relationship between theory and reality. In addition, although, the empiricist tradition with its scientific method is the most readily employed stance within managerial and leadership concerns, Cohen *et al.* (2000, 5th edn) suggest that it follows an excessively macro-level perspective by its aim of generalizability. Similarly, Schön (1983, pp. 42-43; 1987, pp. 3-5) argues that research practitioners are not simply embedded in a linear context of 'if – then' but in a practice which can be compared to a 'swamp' needing continuous adaptation to theories and invention of new practices. In this way, growth and development are encouraged.

In summary, it can be argued that the empiricist tradition, although relevant in situations where large samples are involved and correlation or cause and effect needs to be established, is disadvantageous when practitioners seek more in-depth understanding of the attitudes and behaviour of individuals in context-specific everyday practice (McNiff, 1999; Cohen *et al.*, 2000, 5th edn; Kemmis, 2003). In these situations, an alternative research paradigm is required.

The interpretivist or phenomenological tradition

The interpretivist research tradition has a sociological foundation and roots in anthropology and ethnography. It acknowledges Phillips's (2003) argument that it is impossible to know how things really are, as researchers depend on their personal perceptions and interpretations, which, in turn, are influenced by the frameworks they use. Within the phenomenological stance, frameworks are, as is the case with an empiricist approach, provided by outsiders and not directly by the subjects involved (Kemmis, 2003; Cohen *et al.*, 2000, 5th edn). Therefore, it is necessary that individuals in research situations themselves should help frame the problems and the contexts in which they occur. Otherwise, the results obtained might be irrelevant to the field of practice and offer only instrumental or technical reasoning, which is no different from that sought in the empiricist tradition. Hence, both traditions are criticised for *prescribing* the frameworks used for analysing and interpreting the data collected (McNiff, 1999).

In contrast to a positivist research approach, the interpretivist paradigm favours a focus on natural settings where human social life can be investigated as it happens, and where emphasis is on the process (Wetherell, 2001) as well as the outcomes of the research.

Nevertheless, it still stresses a gap between theory and practice, and reinforces a hierarchy between research and action (McNiff, 1999; Cohen *et al.*, 2000, 5th edn). Schön (1983, p. 20) proposes an 'epistemology of practice' to explain the changing character of practice. Consequently, the interpretivist and empiricist traditions are understood as taking an externally-led view, rendering results less relevant to situations where the researcher is the organizational manager or leader and the research participants are those who are managed (Evans, 1997; McNiff, 1999; Kemmis, 2003). McNiff (1999) concludes that both paradigms fail to offer an informed insight into practice. This is sustained by Eden and Huxham (1996, p. 75), who state that 'the involvement with practitioners over things which actually matter to them provides a richness of insight which could not be gained in other ways'.

Furthermore, Kemmis (2003) claims that professionals, as organizational members, have developed a self-monitoring role as they are forced to justify their practice within a political environment. However, both the empiricist and the interpretative stances tend to ignore political contexts and constraints on working practices (Kemmis, 2003). This is important as practitioners involved in research are not just asked to predict and control their practices as within the empiricist tradition, nor solely to understand and interpret its phenomena and experience within the phenomenological tradition. Kemmis's (2003) argument is that transformation supporting professional development has to take account of political circumstances, particularly as change is often rooted in political decisions.

The interpretativist methodology seeks to unify the discrepancies between the 'emic' and the 'etic', meaning between the individual accounts of the persons concerned in the research and the account of the observer (McNiff, 1999, p. 15). It seeks to understand the subjective experience of individuals bound to a certain context, in order to discover the idiosyncratic meaning they attach to it. Nevertheless, Cohen *et al.* (2000, 5th edn, p. 28) suggest that these research-accounts can be understood as consisting of a 'double hermeneutic' as the interpretations by individuals involved in research are re-interpreted by phenomenological researchers.

However, qualitative methods, which have the advantages of focusing on the naturalistic context and involving the people concerned, are preferred to construct and analyse the data within the interpretative stance. Methods used include case-studies, participant observation, discourse analysis, interviews and story-telling (Cohen *et al.* 2000 5th edn; Creswell, 2003 2nd edn; Coghlan and Brannick, 2007, 2nd edn).

In conclusion, both research traditions inhibit a self-critical evaluation where the research involves both the researcher/manager and those he/she manages in order to bring about change. Therefore, an approach is needed which allows this focus of enquiry, thus promoting development and growth in the professional as well as the personal field (Eden and Huxham, 1996).

My motivation in carrying out the research reported in this thesis was to protect psychiatric knowledge and psychiatric practice: the legacy of 80 years of contributing to the body of knowledge concerning psychiatric nurse education. Simultaneously, my goal was to support the system change process from secondary to tertiary education. After reflecting on the empiricist or positivist and the phenomenological or interpretative paradigms, neither appeared to offer the possibility of combining research with action within a political context. I asked myself: 'How can I be a change agent in my own organization, while, at the same time, be its leader in order to protect our practical knowledge within an educational system change?'

According to Eden and Huxham (1996), McNiff (1999), Kemmis (2003) and Coghlan and Brannick (2007, 2nd edn, pp) an action research approach is best for research questions that ask how best to improve one's own practice in one's own setting. In the next section, my chosen methodology is justified.

The approach chosen for the study

Karl Lewin (1890-1947) is acknowledged as the father of action research. Having experienced the political consequences of the Second World War, his endeavour was to add a democratic character to social research. As a result, Kemmis (2003) suggests that modern action research offers a participatory quality of democratic understanding as well as the double contribution to social science and social change in order to enhance professional and personal development. Cohen *et al.* (2000, 5th edn) claim that action research is the ideal approach for almost any setting requiring problem solving and change, and involves people, tasks and procedures. Action research means conducting research while simultaneously taking action and creating knowledge or theory about that action (Coghlan and Brannick, 2007, 2nd edn). Eden and Huxham (1996, p. 79) express this as a double concern, namely 'a concern with direct practice and a concern to develop theory to underlie practice'.

Coghlan and Brannick (2007, 2nd edn, pp. 3-4) argue that action research incorporates five assumptions:

- enhancing a collaborative democratic partnership;
- bringing about change in organizations;
- improving self-help competencies in organizational members;
- focusing on real organizational problems; and
- being research in action rather than research about action, thus presenting a sequence of events and an approach to problem solving in real time.

These assumptions are discussed in what follows.

Action research enhances empowerment by its democratic understanding

Action research is believed to be empowering if undertaken collaboratively (Cohen *et al.*, 2000, 5th edn; Coghlan and Brannick, 2007, 2nd edn; Paton and McCalman, 2008, 3rd edn; Cummings and Worley, 2009, 9th edn). The approach not only offers a voice to practitioners, but gives them control of their decision making and their internal and external research environments (Kemmis, 2003). However, Wardekker and Miedema (1997) express doubts as to whether investigators become empowered by simply employing the methodology of action research. Furthermore, Morrison (1995) argues that there is a lack of evidence to show that investigating one's own situation influences any social power hierarchy. Zygouris-Coe *et al.* (2001) refer to their own experiences and point out that the claim of collaboration in action research is often romanticized, as in many studies it is reduced to a form of consultation. This seems to have been the case in Bell and Raffe's (2005, p. 129) investigation, 'Evaluating the Technical and Vocational Education Initiative (TVEI)'. They describe being perceived by educators as inspectors, advisers and spies. In other cases, however, action researchers may call their methodological stance 'participatory action research' (PAR, in Jordan, 2003). Participation is mainly understood as feeding back findings to focus groups before continuing with one's own agenda, a view supported by Meyer (1993) reflecting on her own action research within nursing.

However, Abrahamson (2000) as a manager consultant maintains that a less responsible participatory style might have its advantages. He claims that the involvement of practitioners and/or organizational teams has shifted to an intensification of the labour process, greater stress through multitasking and the risk of burnout. He states that continuous change leads to chronic fatigue and depression. Furthermore, David (2002) suggests that the limitations of action research in collaborative decision making have to be considered critically. Action research might be ideal for what Grundy (1993) terms 'bumpy-incremental' change, but represents an inhibiting stance for more radical 'frame-breaking' change processes (Carson, 1990). This is argued too by the Hay Management Consultants (2000) and Hallinger (2005), who recommend an instructive and top-down leadership style (rather than a participatory one) during radical change.

Action research focuses on change processes by enhancing self-help competencies through critical reflection

However, change cannot be understood simply as a structural and/or objective process that can be investigated using traditional research methods. Writing about action research, change and methodological rigour in the context of managing nurses, Badger (2000) states that it is because action research is about the demands of the real world and is of practical utility that it is a suitable method for achieving change. Nevertheless, action research is often also undertaken by individuals and sometimes even together with external researchers (Kemmis, 2003; Coghlan and Brannick, 2007, 2nd edn). Jordan (2003, p. 186) claims that action research might be misused as a method to 'boost practitioners' productivity', and thus lose its empowering and democratic character. This is supported by Griffiths (1993) who argues that using action research in the management sector might become manipulative, even to the point of coercion rather than a group decision. In contrast, Eden and Huxham (2001, p. 387), using an action research approach to investigate collaboration between public and non-profit organizations, maintain that single group members (co-researchers) might misuse the group to 'further their own ends'. Their overview gives ten reasons why collaborative ventures often have no success in seeking to agree a common purpose. It shows that organizations

represented by individual group members might hinder fruitful cooperation just as much as the consultant/change agent or an individual group member.

However, action research does not depend solely on collaborative partnership, but demands investigators who are willing to engage in a process of critical self-reflection (McNiff, 1999; Cohen *et al.*, 2000 5th edn; Kemmis, 2003; Coghlan and Brannick, 2007, 2nd edn). Nevertheless, Schön (1983) claims that these reflection processes often remain private and he (1987, pp. 135-37) speaks of 'mastery and mystery' as discussed earlier. This is also argued by organizational consultants Jones, Palmer, Osterweil and Whitehead (1996), who comment that leaders do not spend much time reflecting on how they do their job, what the secret of their success is and where they need to improve. Schön's 'mastery and mystery dilemma' is what I seek to avoid in my investigation. I want to describe how our change process was successful or why it was a failure. I am prepared to enter into a public dialogue with my practice, so that others can learn (Eden and Huxham, 1996). Therefore, I adopt Stenhouse's (1975, p. 142-34) credo that practitioners should not be studied, but encouraged to investigate their own practice. Furthermore, Kemmis (2003, p. 182) says that practitioners' actions are informed by 'practical theories' that through reflection might be adapted, transformed or even become the base for new theories. Therefore, the aim of action research is not solely to bring about change, but to contribute to knowledge and learning from one's practice by changing it, is central (Eden and Huxham, 1996).

Action research focuses on real organizational problems

The ontological assumption within the action research stance that concerns the very nature or essence of investigation is practice. 'Practice is understood by action researchers as informed and committed action' (Kemmis, 2003, p. 182). However, practical knowledge is embedded in practice as a kind of 'knowing-in-practice' (Schön, 1983, p. 275; Schön, 1987, p. 312). It is understood as mostly tacit and only if this practice is investigated by professionals can wisdom be extracted. In addition, consequences, which normally imply change, present simultaneously the source of theory and practical development (Schön, 1983;

Benner, 1984; McNiff, 1999). Schön (1983,) claims that an enquiry into the epistemology of practice is needed to understand what practitioners really do. Moreover, Cohen *et al.* (2000, 5th edn. p. 6) suggest that in action research individual practice is both the object and subject of study. Hence, 'the dialectic of action' depends on a personal and committed process of understanding and an engagement in self-critical reflection (Kemmis, 2003, p. 183).

Schön (1983, p. 94; p. 241) speaks of 'entering into a dialogue with the encountered situation' and McNiff (1999, pp. 1-2) of 'self-reflected enquiry'. The aim of reflection is to become aware of personal values, interests and ideologies that guided the action(s) undertaken (Kemmis, 2003). In addition, self-reflective discourse frames how the problem is constructed and its context (Schön (1983). Otherwise, gained results present instrumental or technical reasoning, ignoring available means for best suited ends. These frameworks are often chosen in an *ad hoc* manner (Cohen *et al.*, 2000, 5th edn) and incorporate location, ideology, politics, history, manageability and egalitarianism (pp. 29-31).

Research in action rather than research about action: presenting a sequence of events and an approach to problem solving in real time

In her study concerning collaborative learning on a managerial level, Evans (1997, Chapter 2, pp. 21-22) argues that action research models are essential to cope with change incorporating 'its rolling programme ... and being remade by the selves who are making it'. This remaking itself alters the situation and contributes to further change. She (Chapter 2, pp. 24-25) reports that action research 'was a process of intervention; it was not about setting objectives, nor about hypothesising and proving one's hypothesis'. Evans (Chapter 2, p. 31) states that 'it was very difficult to find an exit from the action research enquiry, because the whole process drives the enquirer onwards, raising different questions which upset the equilibrium until they are answered, and in answering them, new questions were raised'. This is sustained by Marshall (1999, p. 155), who claims that, by being an action researcher, the self-enquiry process became a credo of 'living life as enquiry'.

However, Coghlan and Brannick (2007, 2nd edn) propose that the questions raised are not only continuously evolving, but the learning outcomes too are ruled by a process of intention and spontaneity. They maintain that action researchers, although entering deliberately in such a process, are continually immersed in their research setting. Data is contextually embedded, and once extracted, continually re-interpreted. Consequently, evolving theories are redefined in the light of the interpretations made (Eden and Huxham, 1996; Coghlan and Brannick, 2007, 2nd edn). Therefore, theory cannot be systematically defined in advance, but data and theory call for each other.

As there exists neither a hypothesis that can be tested nor a question which can be explored but 'a rolling programme', action research is research *in* action rather than research *about* action (Coghlan and Brannick (2007, 2nd edn, p. 4; Cohen *et al.* 2000, 5th edn. p. 227; Evans, 1997, Chapter 2, pp. 21-24). This makes action research concurrent with action: a simultaneously problem solving and problem-posing approach, taking place in real time. Hence, a literature review chapter, as in traditional research approaches, does not exist as action research generates emergent theory, developed from a synthesis of emergent

data by applying these insights and resulting in dynamic practice (Eden and Huxham, 1996, p. 80).

Interpretations based on action and self-critical reflection are evolving and emerging. Investigators can only extrapolate in real time which theories and ideologies they refer to in order to understand the subject and object of enquiry. Therefore, as 'data is encountered on line' I will declare which theories and ideologies guided my actions and enquiry at the beginning of each action research cycle and/or within the action research step itself (Coghlan and Brannick, 2nd edn, pp. 15-17). Moreover, I will present evidence of my intended and unintended learning, which creates the difficulty that any kind of possible document/note has to be stored (p. 29) as learning does not happen at pre-defined times but is a dynamic process.

Reliability, validity and generalizability

The methods employed to undertake action research need to allow critical self-enquiry as well as reconstruction and construction of the actions embarked on (Eden and Huxham, 1996, Coghlan and Brannick, 2007, 2nd edn). This intertwining of practical and theoretical concerns makes action research methodologically eclectic and permits variety in data collection. Cohen *et al.* (2000, 5th edn, p. 237) mention techniques such as diaries, interviews, case studies, questionnaires, photography, audio and video recording and even experimental designs ('the full *gamut* of techniques'). However, this implies the use of triangulation, meaning that multiple methods are employed to analyse and interpret data sources in order to increase rigour (Eden and Huxham, 1996). Williamson (2005) argues that triangulation is attractive to research pragmatists who want to increase the validity of their findings. This has been confirmed as a necessity by Bell and Raffe (2005) who used quantitative and qualitative methods for their action research evaluation study. Nevertheless, they state that this process of employing multiple methods becomes iterative, in the sense that they engaged in a continuous series of interpretative conversations, never being quite sure if their findings were valid.

Kemmis (2003) claims that it is illusionary wanting to describe practice in a value-free, neutral and objective way, as human practice embodies values and interests. It is the self-critical reflection process which sustains the practitioner to discover distortions of interpretation and action. Yet, Hammersley (2003, pp. 218-9) questions whether practitioners can provide valid research, as they may be wrong about their intentions and motives and even be caught in self-deception. He argues that outside researchers might be more apt to include the real issues that need to be addressed by including wider contexts. Evans (1997, Chapter 2, p. 17) criticizes Hammersley's statement as 'gate-keeping' for traditional scientific research. She claims that practice is dynamic, and thus 'knowledge comes from one's own confrontation of contradiction' within this practice. This is supported by Eden and Huxham (1996) who suggest that action research produces unique insights that cannot be gained in other ways. Yet, Ferguson and Ferguson (2001) declare such an incidence in their own enquiry as inside researchers. They became aware that their understanding was partial and they presented the senior management as decision-takers when it was in fact the heads of department. However, Kemmis (2003) claims that practitioners themselves discover these distortions and taken-for-granted assumptions by the dialectical process of reconstruction and self-reflection – as seems to have been the case for Ferguson and Ferguson. Elliot (2006, pp. 169-70) calls this kind of enquiry based on everyday experiences as 'a form of commonsense enquiry' or 'pragmatic study' linking theory and practice.

The advantage, Elliot (2006) argues, is that practitioners are not tempted to reduce complexity to simple cause and effect, as it is the endeavour in the empiricist tradition. Furthermore, they are not drawing theory from a particular domain as done predominantly in traditional research, but are referring for their answers to several disciplines as the questions of practice are so complex and intertwined. This is also argued by Eden and Huxham (1996) who value action research as interlocking with many disciplines by building systemic relationships. Nevertheless, Elliot questions how investigators can escape their own historically and culturally embedded biases. In contrast, Weiner (1989, p. 48), investigating gender inequalities within an emancipatory stance of action research, claims that this form of enquiry provides less bias in the form of

'patriarchal domination' of outside researchers, as the values adopted are reflected (rather than simply reproduced) by the investigator.

Elliot (2006, p. 175) states that action research theories are not validated independently, but by being applied to practice and validated through practice. He suggests drawing 'naturalistic' rather than 'formalistic' generalizations as insights are shared by practitioners 'discovering commonalities in their experience' that justifies these 'naturalistic generalizations'. A similar argument is made by Eden and Huxham (1996, p. 82) who use the term 'internal validity', defined as the commitment of the subjects concerned to 'create a future which they will inhabit', thus offering unique insights into change processes. Kemmis (2003) suggests that the rigour of action research does not stem from particular techniques, but from the rigour of applying the self-reflective spiral and public justification of the action research cycle itself.

Nevertheless, Evans (1997, Chapter 2, p. 17) claims that authentic insights in practitioners' practice applying 'their own language' give action research its values, as she doubts if it is possible to transfer generalizations from traditional research to her own practice. Kemmis (2003, p. 182) states that action research is both a 'test of commitment as well as the means by which the practitioner can determine the adequacy of the understanding of the situation in which the practice occurs'.

Nonetheless, it must be admitted that validity depends on the commitment of action researchers themselves, although their investigations have to be judged by others as credible and plausible. They report from a specific situation that then has to be transferred to another specific context (Huxham, 1996). Furthermore, because action researchers are deliberately experimenting to experience the consequences of practice change, reliability cannot be assumed (Kemmis). The specific contextual actions are 'one-offs' and cannot be duplicated, as each intervention will be different and 'does not lend itself to repeatable experimentation' (Eden and Huxham, 1996, p. 75; p. 80). The claim is that practice is unique and can only be understood by professionals themselves. Therefore, it is only practitioners who can judge what can be transferred to their own practices (Schön, 1983/1987; Eden and Huxham, 1996;

Evans, 1997; McNiff, 1999; Cohen *et al.*, 2000 5th edn; Kemmis, 2003; Coghlan and Brannick, 2007, 2nd edn). Furthermore, practice cannot be described in value-free terms as it embodies values and interests. Self-reflection is undertaken to discover and recognize distortions, ideologies and misinterpretations (Kemmis, 2003). However, insights can be achieved if practitioners are encouraged to reflect on and research their own practice (Eden and Huxham, 1996; Cohen *et al.* 2000, 5th edn). This is confirmed by McNiff (1999) who suggests that she discovered how to effect change only by being involved in action research.

Engaging as inside researcher in one's own organization is encouraged by Coghlan and Brannick (2007, 2nd edn). They claim that this process of capturing and unfolding a series of actions requires researchers who are prepared to take on the role of enquirers in their own practice, besides occupying their normal function within the organization. Similarly, Eden and Huxham (1996, p. 76) argue that 'only a small number of action researchers take the time to reflect on and publish what they are doing'. However, these kinds of practice investigations report findings which are of genuine concern to professionals and cannot be gained in any other way.

Furthermore, action researchers are not detached or neutral investigators (Coghlan and Brannick, 2007, 2nd edn), but immersed in the research settings, therefore engaging in a labour-intensive task and 'doing more than the norm' (p. XII) by entering into a 'life case study' (pp. 12-3). They argue that it is the researchers themselves who represent the research instrument (p. 41). Similarly, Eden and Huxham (1996, pp. 81-2) describe the demands of action research as being able to 'knit together' the roles of consultant, researcher and the subject of the research itself, as well as being a reflective and experienced professional in the research field.

Regarding reliability, validity and generalizability, it must be acknowledged that action research does not fulfil any of these demands in a traditional way. Reliability cannot be guaranteed by action researchers because they focus on their own 'life case study' in a defined context (Coghlan and Brannick, 2007, 2nd edn, pp. 12-13). As pointed out by Evans (1997) the construction and re-

construction of practices contributes to further change. Findings and claims can therefore not be checked in the same or a similar situation, but have to be transferred by the audience themselves into their own context. However, the involvement of practitioners offers a 'richness of insight' which could not be gained differently (Eden and Huxham, 1996, p. 75).

Validity cannot be reached as action researchers are the instrument of data generation (Coghlan and Brannick, 2007, 2nd edn). They cannot take an objective stance and represent neutral inquirers, but are immersed and often submerged in their research. Moreover, the aim is to learn and develop one's own practice. Nevertheless, results based on self-reflection inform other practitioners by explaining situations they might encounter themselves (Eden and Huxham, 1996).

Learning by reflection takes place in both an intended and unintended fashion (Coghlan and Brannick, 2007, 2nd edn). It is often coupled with personal defensiveness, as learning demands additional change that is not always sought. However, Kemmis (2003, p. 183) suggests that action researchers are, by their self-critical reflection and informed actions, discovering previously unrecognized distortions. He does not offer any criteria or standard to professionals to discover such distortions, but implies that practitioners already possess these self-reflective skills. Ferguson and Ferguson (2001) had the courage to indicate such misrepresentations. Yet, even Kemmis (2003, p. 183) claims that validity 'is purely ideal-typical and is never achieved through practitioners seeking to understand their practice'. Furthermore generalizability can only be argued for in the context of Elliot's (2006, p. 175) distinction between 'formalistic' and 'naturalistic' generalizations or, according to Huxham and Eden (1996, p. 82), by 'internal validity'. If results are shared by other practitioners the action researcher can assert that commonalities of experience have been found, and thus 'naturalistic' generalizability/internal validity obtained. Action research depends upon plausible and credible descriptions (Cohen *et al.*, 2000, 5th edn, p. 152). Nevertheless, action research offers valuable and unique insights because one practitioner reports his/her genuine concern(s) and findings to another (Eden and Huxham, 1996, p. 75).

In addition, action research includes three voices. The first person 'I' aims to contribute to a solid account of action research in order to contribute to one's own career (Eden and Huxham, 1996, p. 77). The second person 'she/he' wants to achieve organizational change so that the organization profits from the research undertaken. The third voice 'they' seeks to provide results that can be judged publicly, adapted and transferred to other practices (Coghlan and Brannick, 2007, 2nd edn, p. 68). By offering a story for three different audiences, action research provides plausibility and credibility that is ignored by traditional research.

In the next section, the action research cycle, the associated experiential learning cycle and the specific methods of data collection and analysis are described.

The action research cycle

Action research is based on the four-step cycle of diagnosing, planning, taking and evaluating action (Coghlan and Brannick, 2007, 2nd edn). The change agent applies the cycle, while being concurrently engaged in self-reflection during each step. However, it is rare that only one cycle of enquiry and action is required. The process, therefore, consists of a number of cycles, each involving the same basic steps, as depicted below.

Pre-step: context and purpose of change

The pre-step involves an assessment of the external and internal forces driving the change. Furthermore, the roles of participants and ethical issues in the change project should be clarified (Rowan, 2000; Walker and Haslett, 2002).

Step 1: Diagnosing

'Diagnosing' aims to identify and analyse the problem or opportunity that is causing the organization to change (Figure 2.1) and represents the base on which the 'vision for change' becomes reality and when action to realize this is

planned. It constitutes the theoretical foundation for action and needs to be careful and thorough.

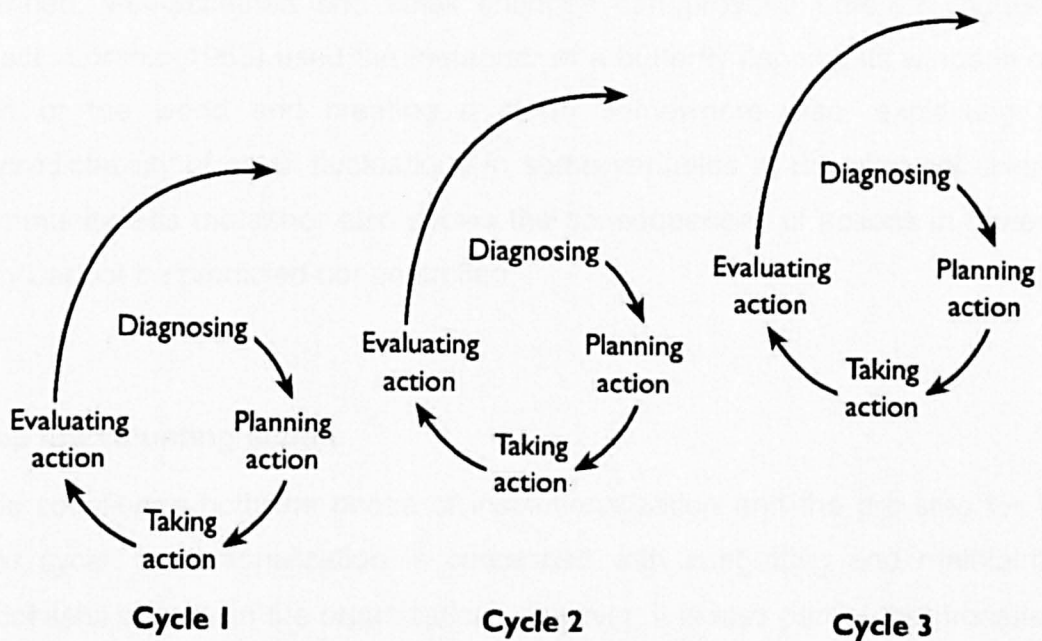


Figure 2.1: Spiral of action research cycles

(Source: Coghlan and Brannick, 2007, 2nd edn, p. 24)

Step 2: Planning action

Planning frames issues in order to plan how the agreed change can be best implemented, determining the organization's future state and being aware that the transformational phase has started. Paton and McCalman (2008, 3rd edn, pp. 224–25) and Cummings and Worley (2009, 9th edn) advise that it is necessary for everyone concerned to commit to change. Furthermore, different alternatives and their consequences should be considered before the definitive action plan is decided.

Step 3: Taking action

Taking action occurs when plans are finalized. However, change agents are advised not to simply execute the plan of action, but to reflect continuously on the previous steps. Lewin (1948 reprinted in 2008, p. 301) suggests that change

is a dynamic process and claims that research (and particularly action research) means taking the 'next step from the known into the jungle of the unknown'. This is supported by Plowman *et al.*'s (2007, p. 519) proposal that even planned, well-accepted and small changes can provoke Lorenz's 'butterfly-effect'. Lorenz (1963) used the metaphor of a butterfly flapping its wings in one part of the world and creating a storm somewhere else, explaining the unpredictability of small fluctuations in some variables to the physical science community. His metaphor also shows the consequences of actions in general: they cannot be predicted nor controlled.

Step 4: Evaluating action

This constitutes both the phase of institutionalization and the pre-step for the next cycle. Institutionalization is concerned with integrating and maintaining successful change in the organization. However, it is also part of the process of diagnosing what further change processes have to be made (Cummings and Worley, 2009, 9th edn) and the outcomes, intended and unintended, are examined.

Action research is dynamic and thus the number of cycles completed is undetermined, until an organization has reached its future state. Therefore, McNiff (1999) but also Coghlan and Brannick (2007, 2nd edn) do not argue that one action research cycle is finished and evaluated before the next one starts, (as could be understood from Figure 2.1), but that there are often numerous cycles in progress.

Learning in action

The outcomes of action research are not understood solely as immediate solutions to organizational problems and contributing to a body of research knowledge, but as synonymous with professional and personal growth (Eden and Huxham, 1996; McNiff, 1999; Cohen *et al.*, 2000, 5th edn). Hence, action research cycles are always connected with learning cycles (Coghlan and Brannick, 2007, 2nd edn).

Nevertheless, in order that practitioners can reflect-in-action as well as reflect-after-action, they need to have what Schön (1983, pp. 275–76) describes as 'knowing-in-practice'. Although this is a prerequisite for reflection in general, it is also its biggest hindrance for two reasons: firstly, where theories can be described clearly and logically, 'knowing-in-practice', (such as nursing a patient or driving a car) is often difficult to describe and called 'fuzzy' or 'tacit' knowledge (Schön, 1987, pp. 22-23; Rolfe, 1997, p. 3); and secondly, thinking or reflecting represents a paradoxical effect on action. It complements, but also interrupts or even paralyses the natural flow or action altogether. Therefore, reflection-after-action is necessary and methods employed have to support both kinds of cycles.

Action research methods used for this study

As the head of my college, I was responsible for arguing for the change with the Education Department. Occupying the double role of college leader and change agent was likely to cause inter- and intra-role conflicts (Pettigrew, 2003). It was therefore paramount to negotiate with my team members the ethical issues concerning action research (Coghlan and Brannick, 2007, 2nd edn) and we agreed the following:

- no member of staff was pressured to take part in interviews and there would be no sanctions for non-participation;
- I promised always to ask participants if I could record or film a session. If one person contested the recording or filming, but the rest of the group

agreed, then either this person was free to leave or no recording or filming took place;

- I gave regular updates to all staff;
- A copy of the ongoing research study was always available in the staffroom.

Furthermore, to support me and my staff in the action research process, I engaged an external coach, who met us for half a day every three months during the change process (August 2007-October 2010). Being the research agent as well as the leader I was convinced that my team and I needed an external coach supporting reflections and pointing out issues to be addressed. Furthermore, all team members including myself had the opportunity for a private session with the coach (see Chapter 3).

All members of staff were involved in the change process. At the start of the process, in August 2007, my staff consisted of 20 members including myself:

- four department leaders
- seven lecturers
- one trainee lecturer
- four administrators
- one trainee administrator
- one project manager
- one deputy school leader
- one school leader

The following Table 2.1 provides a more detailed overview of the college staff members. All names apart from mine have been changed.

Table 2.1: Staff-members of the Psychiatric Nurse Education College

Name	Number	Gender and age	Employed for %	Role
Sibylle	1	Female aged 19	100	Administrator trainee
Dario	2	Male aged 45	100	Administrator (finance and personnel)
Maggie	3	Female aged 60	100	Administrator (personal assistant)
Mary	4	Female aged 49	80	Administrator (college students)
Claire	5	Female aged 39	30	Administrator (Back office and library)
Eliane	6	Female aged 43	70	Deputy school leader
Nick	7	Male aged 51	60	Project manager
Tim	8	Male aged 48	80	Department leader year 1
John	9	Male aged 64	80	Lecturer 1 st year
Sandy	10	Female aged 44	100	Lecturer 1 st year
Eliza	11	Female aged 45	80	Lecturer 1 st year

Name	Number	Gender and age	Employed for %	Role
Cathy	12	Female aged 53	60	Department leader 2 nd year
Anton	13	Male aged 51	80	Lecturer 2 nd year
Luke	14	Male aged 31	100	Trainee lecturer 2 nd year
Sue	15	Female aged 66	60	Department leader 3 rd year
Sven	16	Male aged 42	100	Lecturer 3 rd year
Peter	17	Male aged 51	90	Lecturer 3 rd year
Alois	18	Male aged 42	60	Department leader 4 th year
Emma	19	Female aged 44	60	Lecturer 4 th year
Esther	20	Female aged 46	100	School leader
	20 staff	11 female staff members 9 male staff members		

(Source: Warnett, Action researcher of this study, August 2008)

Data generation methods adopted

The action research process adopted by my team and I (see Figure 2.1) included a number of data generation methods (see below). However, two particular methods were employed continuously throughout the action research cycles. The first was the personal diary that I kept, based on conversations, observations and other relevant formal and informal interactions with staff and others. The second was the examination of documents and records relating to the college, its situation and the changes facing it.

The personal diary and observation

Data was collected through active interaction, as leader and change agent in my own organization, and by direct and participant observation on a continuous basis. In order to record this, I kept a personal diary (Annex 1). The diary was a thin folder, which I always carried with me. It allowed me to note reflections wherever I was; on the train, in a parking place in front of a shop or during an official meeting with stakeholders. In addition I could add important papers.

The diary allowed me to collect a large amount of data. It should be noted that Coghlan and Brannick (2007, 2nd edn, pp. 99–102) and Cohen *et al.* (2000, 5th edn, p. 237) claim that data is not collected but *generated* and *reconstructed* in action research cycles. It is a dynamic process where the inside researcher is part of the research as, according to Eden and Huxham (1996), they are consultant, researcher and subject simultaneously. Data analysis proved therefore to be a problem. In every action research cycle the focus, concerns and meaning attached to problems changed: there were no hypotheses to follow, but an ever-changing reality emerging from the change process. As I documented my reflections, they represented a kind of 'self-interviewing' and even that changed depending what role I took to reflect the events (Evans, 1997; Marshall, 1999; McNiff, 1999).

Consequently, I used Kvale's (1996) description of five approaches to interview analysis: 'condensation', 'categorization', 'narrative-structuring', 'interpretation',

and the fifth *ad hoc* method, which encompasses any or all of the others. Kvale defines analysing data using the *ad hoc* method as follows:

Table 2.2: Methods of analysis

Approaches to analysis of meaning	Interview Text	Outcome of Analysis
<p>Ad hoc</p> <p>Generating meaning through <i>ad hoc</i> methods is an eclectic approach. A variety of common sense approaches to the interview text, plus sophisticated textual or quantitative methods, can be used to bring out the meanings of different parts of the material. The outcome ... can be in words, in numbers, in figures and flow charts, and in their combination.</p> <p>Legend of the outcome analysis:</p> <p>+/- or 1-2-3-4-5: Long statements are reduced to simple categories such as '+' or '-', indicating occurrence and non-occurrence of a phenomenon; or to a single number on a scale such as 1 to 5, for example, to indicate the strength of a phenomenon perceived.</p> <p>---: Long statements are compressed [and] ... the main sense of what is said is rephrased in a few words. Meaning condensation thus involves a reduction of large interview texts into briefer, more succinct formulations or ... in examples such as in psychoanalytical interpretations of patient's dreams ... interpretations often lead to a text expansion.</p> <p>O → O:</p> <p>Noting patterns ... making contrasts/comparisons ... seeing things in their relationships ... all support understanding ... and any method can be combined with another one.</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>+/-</p> <p>1-2-3-4-5</p> <p>---</p> <p>O → O</p>

(Source: Kvale, 1996, pp. 191–204)

For the data analysis of the personal diaries the *ad hoc* approach was employed. This allowed the necessary openness and flexibility to analyse ever-changing events and issues in the dynamic action research process. Data was analysed with the most appropriate method at the time, as suggested by the *ad hoc* stance.

Documentary and archival records

As the school leader I had access to any document or archival record in the college as well as the intranet with the Education Department (ED). It allowed me to check minutes or exchanges of communications between the ED and the

college to verify decisions, employment contracts, download new policies for higher education etc. This unrestricted access was valuable as it meant I could retrieve the information needed to prepare for meetings, reflect on decisions or learn about the college's 80-year history (Coghlan and Brannick, 2007, 2nd edn). As for the diary, I employed the *ad hoc* method for documentary and archival record examination (Kvale, 1996).

Data-generation for the first action research cycle:

‘Caught between Vision and Crises’

(August 2007-August 2008)

Table 2.3: Overview of data generations methods used for the 1st action research cycle

Pre-step			
When	What and means	Participants	Place and Time
27.09.2007	PEST(LE) analysis	College committee	Conference room of the College 16.00-19.00h
September/ October 2007	Personal preparation for the 1 st Team day 30.10.07		
Diagnosing change			
30.10.2007	1 st Team day ¹		
	Omani suitcase tool	All team members	Project room 08.15-12.00h
	SWOT matrix	All team members	Conference room 13.00-16.30h
07.11.2007	Three Interviews	Emma 4 th year lecturer; Maggie, administrator; Cathy, 2 nd -year department leader	College leader's office Each interview lasted approx. 1h

¹ ‘The team’ refers to all members of staff. A ‘team day’ is therefore a meeting where all 20 members of our college were present. Otherwise, if not all staff were included the term ‘sub-group’ is used or defined specifically (e.g. the administrative team).

When	What and means	Participants	Place and Time
Planning action			
22.11.2007	2 nd Team day Discussion that I should take over the project leadership of our postgraduate course	All team members	Schoolroom 113 08.30-16.30h
Returning to the diagnosing step			
07.12.2007	3 rd Team day Discussion about the changes we have to manage	All team members	Schoolroom 113 13.00-17.00h
Continuation of step 2: Planning action			
Taking action			
December 2007 to March 2008	Developing the postgraduate course	Individual group members and sub-groups	
Evaluation			
April to August 2008	Evaluating the 1 st action research cycle	Individual group members and sub-groups	

Pre-step:

This focused on discussions with the ED about the reasons for change, together with the agreement that the college could remain as a 'stand-alone' college, but divest itself of its vocational psychiatric nurse education courses to offer courses at a higher level.

27 September 2007: Meeting of College committee at the College

PESTLE analysis

Data generation and analysis

A PESTLE analysis (Davis and Ellison, 2003; Albright, 2004) was established on 29 September 2007 by our college committee (see Chapter 3). The aim was to ascertain whether our environment was forcing change upon our college, or whether change could be chosen.

Participants

The college committee forms the strategic organ of our organization and consists of the president and six members:

- a representative of the political community of Münsingen (president of the college-committee;
- a representative of the cantonal 'workers' union;
- a representative of the registered psychiatrists in the Canton of Berne;
- three representatives from psychiatric nursing management;
- a representative of the population of the Canton of Berne with an interest in psychiatric nursing care.

Present are also a representative of the college staff and myself.

Pre-step

September/October 2007: Personal preparation of me as the school leader for the 1st team day: Overview of difficulties and messes

Data generation and analysis

According to (Ackoff, 1979; 1981), problems can be divided into two categories: 'difficulties' and 'messes'. Difficulties are problems that can be defined and for which the type of solution is known. Messes tend to pervade many parts of a division, department or the whole organization. There are many more people involved and frequently the problem itself is contested as well as possible solutions. Consequently, to prepare for the first team day, I completed Senior

and Swailes's (2010, 4th edn, p. 59) 'test' to distinguish between difficulties and messes (Table 3.1). The results were used as an orientation tool for discussion with staff at this team day and on 7 December 2007 (Annex 2) to help us employ our resources efficiently (see Chapters 3-6).

Step 1: Diagnosing change

30 October 2007: The Omani suitcase tool

Data generation and analysis

At the psychiatric nurse education college, the lecturers use the Omani suitcase as a pedagogic tool. The Omani suitcase was developed by Künzel, Professor of Education at the University of Freiburg (Switzerland), and Dr Inderbitzin, University Hospital of Berne. The suitcase contains items such as glass stones, woodblocks of different sizes, Plasticine, wooden dolls, and other items that would be found in a doll's house, such as clocks, teddy bears, flowers, candlesticks, pots, etc. The suitcase and its contents were developed to help individuals represent their thinking in a three-dimensional way and thus make them visually apparent to others. Künzel and Inderbitzin (2008) also claim that depicting cognitive thinking by using the Omani suitcase enhances information processing. Furthermore, it allows each group member to change the representations of others and hence build on each other's ideas, benefiting from collaborative learning.

During this team day, I asked the team to use the Omani suitcase. I argued that this tool would support the step of diagnosing, sharing our meanings and interpretations of the situation. Furthermore, it would help our decision making and it showed me whether I had explained my vision of a postgraduate course in a comprehensive way. It also yielded information about the emotional states of the team members and what kinds of solution they perceived.

On 30 October, 2007, I was present at the session when the team worked in the morning with the Omani suitcase. I did not actively participate in this meeting, but took photographs of the emerging 'Omani picture progress' (Annex 3). I respected the staff's wish not to be recorded during this. However, their

discussions were rich and full of critical, humorous and emotional comments, which I knew would enrich my data. I made notes in my diary throughout.

We left the Omani picture on a sidetable in one of our project rooms until the end of March 2008. Although the representation was not changed, it supported our team reflections and learning. Furthermore, it served as a fruitful basis for discussion and was helpful during the other steps of this action research cycle.

Step 1: Diagnosing change

30 October 2007: SWOT analysis

Data generation and analysis

The SWOT matrix is used to identify the internal strengths and weaknesses of an organization and the threats and opportunities facing it from its environment.

Strengths -	Weaknesses - -
Opportunities - -	Threats - -

Figure 2.2: SWOT matrix

(Source: Davies and Ellison, 2003, p. 174-76)

The completed SWOT matrix proved valuable as a reference for future steps (see Chapter 3).

Step 1: Diagnosing change

07 November 2007: Semi-structured interviews

Data generation and analysis

In action research change agents are not seeking to confirm a hypothesis, but exploring the meaning people attach to their practice experiences and perceptions while undergoing change (Evans, 1997). Hence the semi-structured interview is recommended, offering its open-ended and unfolding questioning style (Kvale, 1996). Furthermore, by being part of their own organization, change agents profit from day-to-day interactions within unstructured conversations (Coghlan and Brannick, 2nd edn).

My aim was to interview every member of my staff every four to six months in order to monitor how the changes were perceived and how I could support the necessary transformation. As a principal, I was expected by the Education Department to discuss with every team member on a regular basis if they were reaching their annual agreed aims of performance. My conviction was to use these assessments to judge my own progress in the double role of principle and change agent. Furthermore, it would allow me to compare the interview answers on an individual level and a more general level over time.

However, as the necessary change provoked fear of job-loss my staff refused to take part in interviews and only agreed to their obligatory assessments. I respected their decision as I believed it vital to prevent further mistrust. This is confirmed by Storey (2004). In her action research study she investigated distributed leadership in schools in the Midlands and south of England over three years. She reports that the 'relationship migrated from one of mutual support to one of growing mistrust and dissonance ... based on conflicting priorities, targets and timescales' (p. 257).

However, I appreciated that a lecturer, an administrator and a department leader agreed to be interviewed independent of the official assessment, which meant that I had a representative of each group. These three semi-structured interviews took place on 7 November 2007 in the school leader's office, were

taped and lasted each for about an hour. The same office was also used for the official assessments with my staff members.

The following questions were asked:

1. How are you?
2. What does the change mean for you?
3. What do you need to cross the bridge of innovation?

The aim of the interviews was twofold: to gain information concerning the change process we had entered and to receive feedback as to whether this process was adequately supported by me in the double role as the change agent and college leader.

- The first question was used to open any discussions from official assessments to informal talks with any member of staff. It was known by my staff that I generally started with this and it served as an icebreaker.
- The second question allowed exploration of emotions and meaning attached to change.
- The third question represented the way I expected everybody to cross Wengel and Hipp's (2005) 'bridge of innovation' (Figure 3.4, Chapter 3). Their model of change was introduced by a consultant in 2006 during a further development course for college leaders. I later employed this consultant as our external coach. The model appealed to me as it suggests that leaders/change agents support people concerned by the change in an effective and helpful manner. It also shows that individuals have to be prepared to make necessary adaptations. Therefore, successful change depends on responsibility being taken by leaders/change agents and individuals (see Chapters 3-6).

The interviews were conducted in Swiss-German and then translated into High-German for analysis (Swiss-German is a spoken, but not generally a written,

language). See Annex 4 for an example of the analysis used. This interview text has been translated into English as an example.

Translating a text twice in different languages bears the risk that meaning is changed. Furthermore, the translator has to decide if a semantic or communicative style is adopted. The former depends on a word-for-word and literal approach and the latter seeks to capture the meaning uttered. For this investigation I adopted the communicative style, and this became part of my self-critical reflection (Baker, 2002). All other interviews were treated in the same way and the data from them brought together, but not translated into English. The *ad hoc* method (Kvale, 1996) described above, was employed for the analysis.

Step 2: Planning action

Data generation and analysis

On the 2nd Team day, 22.11.2007 it was discussed and decided that I as the college leader and change agent should take over the project leadership of developing our postgraduate course.

Returning to Step 1: Diagnosing

Data generation and analysis

The 3rd Team-day, 07.12.2007, was used to reach consent concerning the change we had to manage. My personal preparation concerning 'difficulties and messes' (Annex 2) from September/October 2007 proved helpful to explain to my staff what kind of change we had to manage.

Continuation of Step 2: Planning action

Data generation and analysis

I had unstructured conversation with all members of staff, which I noted in my personal diary.

Step 3: Taking action

Data generation and analysis

From December 2007 to March 2008 we developed our postgraduate course.

Step 4: Evaluating action

Data generation and analysis

We submitted our postgraduate project and were granted leave by the Swiss Red Cross and the Education Department to proceed with the pilot postgraduate course starting in August 2008. Besides preparing for our pilot course we evaluated our first action research cycle.

Data generation for the second action research cycle:

‘Caught in Crisis’

(August 2008-September 2009)

Table 2.4: Overview of data generation methods used for the 2nd action research cycle

When	What and means	Participants	Place and Time
Pre-step			
18.08.2008	Start of pilot postgraduate course	6 students	College
Diagnosing change			
26.08.08	4 th Team day Future workshop	All team members	Conference room 09.00-18.00h
Planning action			
26.08.08	4 th Team-day Future workshop Deciding what proposals to put into action	All team members	Conference room 09.00-18.00h
Taking action			
October 2008-April 2009	Realizing our decisions from the future workshop into action	All team members	
Evaluation			
April-September 2009	Evaluating our action	All team members	

The future workshop (26 August 2008)

Data generation and analysis

The future workshop (Dauscher, 2006, 3rd edn) is discussed in Chapter 4. In this section I show how the three phases of the workshop were realized in our college:

The first '**phase of criticism**' was based on 'taking stock' of all the negative aspects calling for change and/or the feared negative consequences. It was expected that people 'utter their criticism, anger and fury unfiltered' and that it was not rationalized or contradicted, independent of the hierarchy.

The accumulated negative points formed the basis of the second step, '**utopia**'. During this phase all the ideal solutions and wishes were discussed and again not commented on, as it is believed that 'new ways of doing things' are better generated from utopia than from realistic and manageable ideas (Dauscher, 2006, 3rd edn).

Finally, in the last step, '**realization**', the utopia results were verified for 'how' or 'how far' they are realizable and whether they could gain acceptance ('**realization**'). The organization's members decided which projects should be followed up.

Table 2.5: Timetable of future workshop

Time	Content for the future workshop 26.08.2008	Material
09.00	Welcome to the team day Introduction to 'future workshop' method	
09.30	Critical review of change actions to that date	Flipcharts Red pen
11.30	Lunch-break	
13.00	Fantasy and utopia of what the future might look like	Flipcharts Black pen
15.00	Break	
15.20	Practical implementation plans for 'what happens next'	Flipcharts Blue pen
17.20	Break	
17.30	Decisions on suggestions to follow up	Flipcharts Green pen
18.00	End of the day	

Data generation for the third action research cycle:

'80 Years of Vision and Crisis'

(August 2008-September 2009)

Table 2.6: Overview of data-generations methods used for the 3rd action research cycle

When	What and means	Participants	Place and Time
Pre-step			
26.08.2008	4 th Team day Future workshop Becoming aware that 80 years ago the first diplomas in psychiatric nursing care were handed out in Münsingen in 1929	All team members	Conference room 09.00-18.00h
Diagnosing change			
19.11.2008	5 th Team day Deciding how to commemorate our 80-year event	All team members	Conference room
Taking action			
April - 08.09.2009	Preparing a theatrical role-play to celebrate our 80-year event	All team members apart from the school leader	
	Writing a commemorative publication about the 80 years of psychiatric nurse education in Münsingen	John and school leader	
09.09.2009	Celebrating our 80-year event The official event (the theatrical role-play) was filmed by one of our team members	All team members	Psychiatric Clinic of Münsingen 16.00-19.00h followed by an apéro
Evaluation			
25.09.2009	Evaluating our 80-year event	All team members plus people who took a role at the 80-year event including the brass band	Conference room

Data generation for the fourth action research cycle:

‘The Vision is Bearing Fruit’

(March-October 2010)

Table 2.7: Overview of data generation methods used for the 4th action research cycle

When	What and means	Participants	Place and Time
Pre-step			
17.08.2009	We had been able to start with 16 students	All team members	College
Diagnosing change			
19.03.2010	6 th Team day Organizing our workload	All team members	Conference room
Taking action			
April-September 2010	Putting our agreed priorities into action	All team members	
Evaluation			
October 2010	Evaluating our taken action	All team members	

The reported data generation methods were applied in four cycles over a period of three years (August 2007-October 2010) in order to answer my question: ‘How can I be a change agent in my own organization, while, at the same time, being its leader in order to protect our practical knowledge within an educational system change?’

The four cycles are described in Chapters 3-6. They are in chronological order and depict our change process from August 2007 to October 2010. Although the third cycle provoked the fourth one, they took place simultaneously.

Chapter 3: Caught between Vision and Crisis

The first action research cycle

(August 2007-August 2008)

This chapter reports on the application of the pre-step and the four main steps of the first action research cycle (Coghlan and Brannick, 2007, 2nd edn) in the psychiatric nurse education college. My reflections on this process are taken from my diary and appear as boxed text. All extracts from my diary are presented in the present tense. All names apart from mine have been changed, to maintain confidentiality.

As described above, action research focuses on 'the unfolding series of practice' (Coghlan and Brannick, 2007, 2nd edn, p. XII). According to Schön (1987, pp. 22-26) 'practice and theory call for each other' and are both evolving via systematic reflection processes. The emergent theories used to improve my own practice are stated at the beginning of each action research cycle.

Literature-review for the first action research cycle

Change is defined by the *Oxford English Dictionary* (2008, 11th edn) as 'the act or instant of making or becoming different', which indicates that change generally can be understood in two different ways. Firstly, as an actively instigated process of 'making something' voluntarily different; and, secondly, as a rather passive process of 'becoming different through the force of external and probably less controllable forces'. However, Fullan suggests that leaders are the key players during change, as depending on the leader, organizational change is experienced as a threat or an opportunity. Furthermore, similar to Schön's (1983, p. 42) metaphor of 'swampy lowlands' to describe practice, Fullan (2003a, p. 98) suggests that leadership entails 'managing the swamp' where no 'terra firma' exists, but 'complex dynamism'. Heifetz and Linsky's (2002, pp. 2-3) proposition is even more extreme as they propose that leaders have to 'stay alive' directing others through this 'swamp'.

More positively, Holbeche (2005, p. 5) suggests that steering through varied and interrelated change processes represents the 'lifeblood' of an organization, because 'change as-an-event' has evolved to 'change as-the-norm' and has to be undertaken 'just to stand still'. She argues that it represents the 'Achilles' heel' for any institution.

Our college and therefore, the 19 members and I as the school leader were confronted with the educational system change from vocational to higher education. An active change process had to be instigated in order to reach this goal. However, this change represented our Achilles' heel: only a successful transformation would allow our college to find ways of protecting our psychiatric nurse education knowledge. Therefore, it was paramount to identify the necessary change procedure. Although, a number of instruments exist that will help in this, the following were used to frame the diagnosis of change:

- PEST(LE) analysis relating to the organization's environment;
- a SWOT matrix relating to both, the organization's external and internal environment;
- breakpoints for change relating to the type of challenges an organization experiences from its competitive environment;
- the change spectrum; and
- the 'difficulty and messes' both relating to the type of change the organization faces

PEST(LE) analysis

A well-known method for analysing organizational environments (see Davies and Ellison, 2003, p. 158; Albright, 2004, p. 40) is the PEST or PESTLE mnemonic, representing political, economic, socio-cultural, technological, legal and educational factors. It supports leaders to 'see beyond the boundaries ... and understanding the interface between the *organization* and its environment'

(Davies and Ellison, 2003, p. 158-9). Furthermore, the instrument can be used to monitor local, national, and international or global trends and raising awareness of the impact these triggers will have on one's organization. However, Senior and Swailes (2010, 4th edn, pp. 21-22) suggest that internal triggers or 'big ideas' have to be assessed as much as external ones, when set in motion. They can set off a chain reaction of interconnected change events. Such internal triggers might include a new chief executive or the adoption of new technology. However, they are normally managed more proactively, as clear ownership and not 'bystander status' is attributed to them (Paton and McCalman, 2008, 3rd edn, pp. 35-37). Furthermore, they can be exploited, as the realization of this kind of generally anticipatory transformation is less marked by time pressure and/or resistance to change. However, Jones, Palmer, Osterweil and Whitehead (1996) maintain that it might be difficult to differentiate between external and internal triggers as the latter might be a response to the former. However, if one understands the triggers of change, they can be communicated, understood and responded to (Davies and Ellison, 2003). Yet being aware of the triggers of change does not show what strengths and opportunities an organization possesses in order to respond to these triggers which might be interpreted as threats and weaknesses.

SWOT analysis

Carrying out a SWOT analysis (see Figure 2.2) provides important data on the strengths and weaknesses of organizations and the opportunities and threats that face them. Moreover, it is appreciated as a diagnostic instrument which does not involve external consultants or costly resources (Coman, 2006). The origins of SWOT analysis lie in *Business Policy: Text and Cases* by Learned, Christensen, Andrews and Guth, published in 1965 (see Everett and Rich Duval, 2010). Since then it has become one of the most popular tools for defining an organization's strategic action (Coman and Ronen, 2009). Its popularity and success is argued by the fact that it supports common-sense principles: 'first looking into the mirror to understand one's *Core* – Strengths and Weaknesses; and then looking out the window at one's business *Arena* to spot Opportunities and Threats' (Coman, 2006, p. 2).

However, Coman and Ronen (2009, p. 5677), having reviewed over 500 SWOT analyses of large US and international organizations, have four criticisms of using the SWOT matrix as a diagnostic instrument:

- no straightforward methodology has been proposed to identify its four components;
- most SWOT analyses focus on a large number of the organization's strengths and weaknesses rather than on the most important ones, which makes it difficult to translate findings into action;
- there is no indication of causality among the strengths and weaknesses, nor are they ranked in any hierarchy; and
- SWOT analysis is typically a one-time event lacking mechanisms for acting upon and monitoring the four components over the longer term.

They (p. 5679) recommend the following criteria to overcome weaknesses of the SWOT instrument:

1. *Concise*: only four or five items per quadrant/list, as otherwise effective implementation cannot be realized.
2. *Actionable*: items should be readily transformed into actions.
3. *Significant*: the items on the lists should have an impact on the company's value.
4. *Authentic*: the lists should be authentic and should not include wishful thinking.

However, the popularity of the SWOT matrix lies in the benefit of gaining a quick and uncomplicated overview of one's position. Although the SWOT instrument ignores causal relationships, it supports the tracking and understanding of internal and external environmental triggers of change. Furthermore, it helps the organization to become aware of its beliefs about itself and its world. This often develops as a stimulus to reflect organizational and personal assumptions, judgements and evidence which might even generate research agenda (Everett and Rich Duval, 2010). Nevertheless, Nadler and Tushman (1989) state that organizations must often be ambidextrous in order to cope with incremental as

well as radical change. This implies being able to recognise what Strebel (1992) identifies as 'breakpoints' for change.

Breakpoints of change

The idea of crisis points, which indicate when an organization needs to change, is profitably discussed in relation to Strebel (1992, p. 21). He relates his model to the way organizations have to compete.

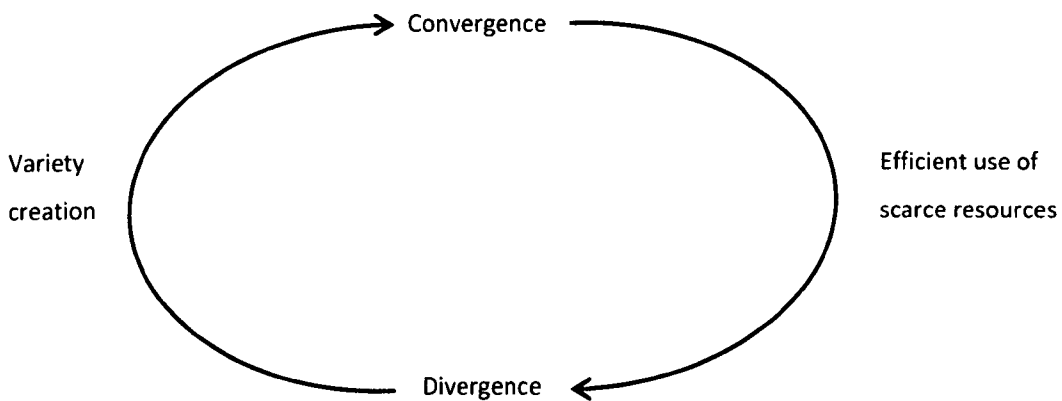


Figure 3.1: Evolutionary cycle of competitive behaviour

(Source: Strebel, 1992, p. 44)

It can be seen from Figure 3.1 that the evolutionary cycle of competitive behaviour is interrupted twice by breakpoints that split it into two main phases. One is '*divergence*', which represents a phase when new business opportunities are discovered, increasing the diversity of products for customers. The second phase '*convergence*' is associated with improvements to efficient use of resources. In Tushman and O'Reilly's (1996) terms, the former represents a phase when organizations exploit their pioneer role of product innovation, whilst the latter phase emphasises the lowering of production costs through process innovation.

Although divergent and convergent breakpoints alternate and therefore the competitive cycle repeats itself, organizations do not 'go round in circles', but adopt kinds of 'Darwinian' survival and evolution strategies according to the

crisis point they meet (Strebel, 1992, pp. 11-15; p. 33). In addition, Strebel suggests that the more breakpoints an organization has met successfully within its competitive environment, the more diligent it exhibits active (rather than reactive) behaviour to change.

In comparison with the SWOT matrix, Strebel's model shows that organizations are exposed at certain intervals with breakpoints that introduce radical change, upon which their future depends. However, the convergent phase is just as important as the divergent one in increasing fitness to survive. Where the SWOT analysis lacks the methodology to scan and monitor the organizational environment in a continuous fashion, Strebel suggests using formal and informal systems to detect environmental patterns. He proposes that the organization uses its formal instruments for environmental scanning, benchmarking, data collection and data interpretation. However, he maintains that the informal system is of equal importance. He defines the informal system as containing aspects such as trusting relationships between managers and followers, a culture of cooperation within and between departments and divisions, and a tradition of openness towards change and innovation. His claim is in line with that of Jones *et al.* (1996, p. 59; p. 77), who state that organizations are 'people-dependent' and need to be managed accordingly.

Strebel adds competitive organizational behaviour as an important source of the triggers of change included in the PEST(LE) analysis. He suggests that change varies not only in its seriousness, but also in its complexity and has to be expected at regular intervals, although, it cannot be forecast or determined regarding its time of occurrence. His tool supports organizations in understanding their external environment and discovering their internal (people-dependent) weaknesses and strengths. They can, therefore, confront change actively as competition provokes radical change and plan their strategies to confront these crisis points in an effective and efficient manner. In addition to the PEST(LE) analysis and Strebel's breakpoints, the SWOT matrix focuses on opportunities that have to be seized and threats that have to be dealt with in order to profit from undergoing change processes. Therefore, any of the three instruments offers its own focus with its own advantage as a diagnostic

instrument to be prepared for change. However, none of these models indicates the extent to which these problems vary in their complexity and seriousness.

Complexity and seriousness of change

A diagnostic tool that purports to do this is the ‘change spectrum’ proposed by Paton and McCalman (2008, 3rd edn, pp. 21-25), which identifies two types of complexity: soft and hard (see Figure 3.2).

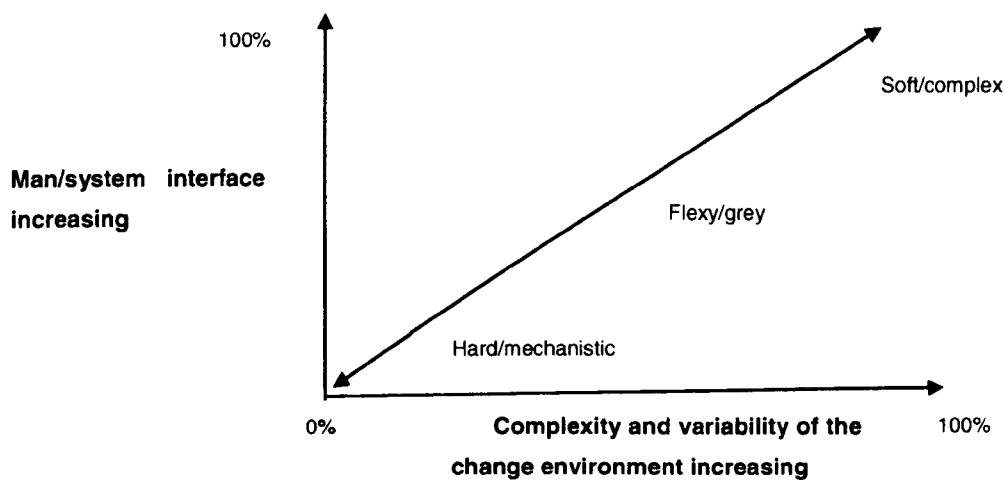


Figure 3.2: The change spectrum
(Source: Paton and McCalman, 2008, 3rd edn, p. 22)

From Figure 3.2, it can be seen that Paton and McCalman categorize problems on a continuum between those that are ‘hard/mechanistic’ and those that are ‘soft’. Hard/mechanistic problems are understood as problems that can be managed by problem owners in a systematic way. At their extreme, they involve very few people. However, Paton and McCalman say that these problems are rare, as generally some human interface takes place even with technical and mechanistic problems.

At the 'soft/complex' end of the spectrum, problems are:

... a 100% people-orientated. Objectives and time scales will be unclear; the affected environment will be highly dynamic and difficult to specify; with subjective performance measures.

(Paton and McCalman, 2008, 3rd edn, p. 23)

However, Paton and McCalman say that this kind of change is also uncommon, as most individuals and groups interface with systems of a physical nature, with most managers being confronted by 'flexi/grey' problems that lie in the middle of the spectrum. Nevertheless, Fullan (2001, p. 51) suggests that 'it is not the people' which render the problem intense or complex, but the 'relationships with these people, who make all the difference'.

Paton and McCalman's ideas are, to some extent, based on an earlier exposition of the concept of *complexity* by the Open University (1985) who used the concepts of 'hard complexity' and 'soft complexity' to describe what they called 'difficulties' and 'messes', the latter of which is based on Ackoff's (1981) work 'The Art and Science of Mess Management'. Table 3.1 is a summary by Senior and Swailes (2010, 4th edn, p. 59) of the Open University's list of differences between difficulties and messes. Ackoff summarizes that messes should not be cut down to difficulties as social and emotional dimensions have to be an integrated component of the chosen problem solving approach.

Table 3.1: Difficulties and messes

Difficulties are bounded in that they:	Messes are unbounded in that they:
- tend to be smaller-scale;	- tend to be larger-scale;
- are less serious in their implications;	- have serious and worrying implications for all concerned;
- can be considered in relative isolation from their organizational context;	- are an interrelated complex of problems that cannot be separated from their context;
- have clear priorities as to what might need to be done;	
- generally have quantifiable objectives and performance indicators;	- have subjective and at best semi-quantifiable objectives;
- have a systems/technical orientation;	
- generally involve relatively few people;	- have many people of different persuasions and attitudes involved in the problem;
- have facts that are known and which can contribute to the solution;	- have an absence of knowledge of factors and uncertainty as to what needs be known;
- have agreement by the people involved on what constitutes the problem;	- have little agreement on what constitutes the problem let alone what might be possible solutions;
tend to have solutions of which the type at least is known:	- have usually been around for some time and will not be solved quickly, if at all; bringing about an improvement may be all that can be hoped for;
- have known timescales;	- have fuzzy timescales;
- are 'bounded' in that they can be considered separately from the wider organizational context and have minimal interactions with the environment.	- are 'unbounded' in that they spread throughout the organization and, sometimes, beyond.

(Source: Senior and Swailes, 2010, 4th edn, p. 60)

It should be noted, however, that 'difficulties' and 'messes' are not exact opposites of each other. As argued by Paton and McCalman (2008, 3rd edn, p. 23) it is the soft problems ('people' or in Fullan's terms (2001, p. 51) 'relationships with people') which influence complexity. Taken together, Paton and McCalman and Senior and Swailes offer useful theory and techniques for diagnosing the complexity and seriousness of change. However, besides diagnosing the triggers and the complexity of transformation, it is important to understand the types of change in order to choose an appropriate transformation strategy.

Types of change

The former British Prime Minister Benjamin Disraeli (1804-1881) observed that 'change is inevitable in a progressive country. Change is constant'. His remark is often reported as 'the only constant is change'. Many accept this as a truism yet it is important for organizations to strike a balance between both the forces of stability and inertia and the forces for change.

(Senior and Swailes, 2010, 4thedn, p. 34)

Change is not a homogeneous concept; it varies according to the needs and forces of the internal and external environments. Consequently, it comes in many different forms. A starting point for describing how change varies are the types of change depicted in Figure 3.3 and which are suggested by Grundy (1993, pp. 24-6) based on his work as a business consultant.

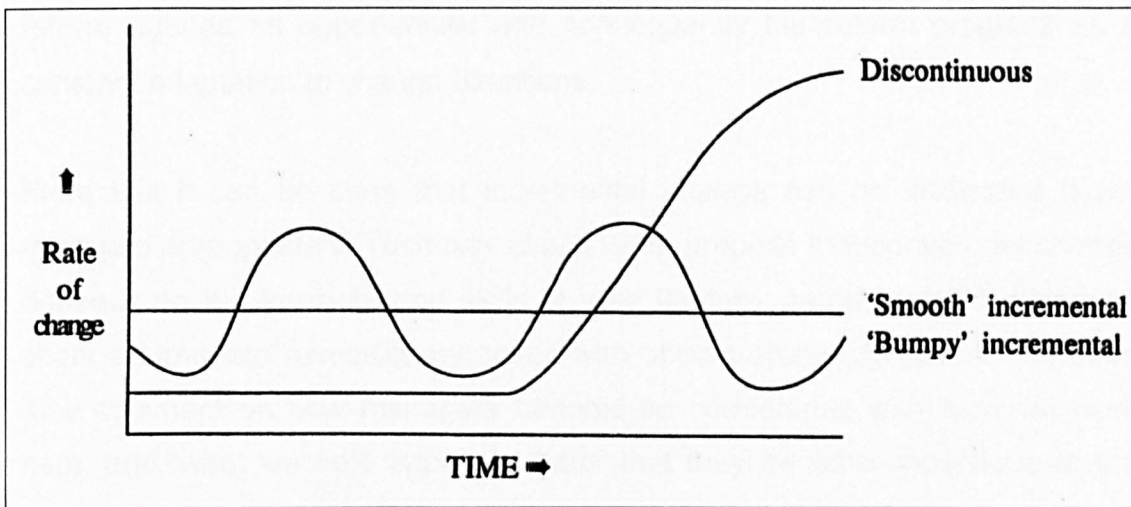


Figure 3.3: Major types of change

(Source: Grundy, 1993, p. 25)

Incremental, fine-tuning or convergent change

The first type of change, 'smooth incremental' is depicted by Grundy (1993, p. 24) as having a balance between the axes' 'rate of change' and 'time'. It can also be understood as 'micro-level change', as it has predominantly specific or local impacts (pp. 36-37). This type of change evolves over time, in a slow, systematic and predictable way. However, Grundy argues that this variety of change will become a rarity as globalization and the complexity of organizations grow.

By contrast, Tushman, Newman and Romanelli (1986, p. 34), on the basis of numerous studies and case histories, suggest that this type of change represents a tolerable 'ten-percent change', supporting the aim of improving our situation. They also maintain (pp. 35-36) that 'incremental' and 'fine-tuning' change (which together they term 'convergent' change) embodies dangers. This is because, during these periods, organizational flexibility and the ability to learn can stagnate or decrease, even though organizational stability and effectiveness are actually enhanced.

The challenges and difficulties that convergent or incremental change presents are reflected by Jones (2002). He defines the reform vision as vague, the

reform agenda as opportunistic and consequently the reform progress as a constant adaptation to change directions.

From this it can be seen that incremental change can be ineffective if not managed appropriately. Tushman *et al.* (1986) propose that convergent change depends on the foresight and skills of wise leaders, as otherwise incremental change turns into revolutionary crises with uncontrollable dynamics. However, they comment on how managers become so comfortable with 'how we work here' and 'what we hold important here' that they become impervious to the signs of impending difficulties from the environment (Bolman and Deal, 1991, p. 4).

Bumpy incremental change

Grundy's (1993, p. 24) second kind of change, 'bumpy incremental', is characterized by periods of relative absence of change or *smooth* incremental change and higher rates of change within shorter timescales. For Grundy, these 'bumpy incremental' changes can be in response to environmental forces, and those from within organizations themselves. For example the periodic, often planned, reorganizations that organizations go through might cause temporarily 'overloads'. However, he stresses that this type of change is predominantly concentrated on increasing efficiency and effectiveness in reaching organization goals, rather than on changing the goals themselves; thus, 'bumpy incremental' changes seem to correspond to Strebel's (1992, pp. 44-45) 'convergence breakpoint'.

Discontinuous transformation or frame-breaking change

The discussion above focuses mainly on types of change that, by their nature, do not challenge the goals and overall purpose of organizations. By contrast, *discontinuous* change (as shown in Figure 3.3) does just that. Grundy (1993, pp. 24-26) defines discontinuous change as 'change which is marked by rapid shifts in strategy, structure or culture or even in all three'. He also refers to this as 'macro-level' change as it involves a change in the paradigm 'of how we do

things around here' (pp. 36-37), implying that organizational goals themselves need to change. Clarke (1994, p. 74), describing this kind of change, uses the metaphor of having 'one's castle stormed at every level' as organizational as well as individual securities and identity understandings are destroyed.

Tushman *et al.* (1986, pp. 37-38) use the term 'discontinuous change' in similar ways to Grundy. They also call this type of change 'frame-breaking', to indicate the intense, sometimes risky decisive change that reinvents the organization. A further development of these definitions is Nadler and Tushman's (1989) concept of frame-bending change. This is different from frame-breaking change, as it represents change that is anticipated, strategic, and takes place over a longer time span.

Tushman *et al.*'s findings are strengthened by the work of Dunphy and Stace (1993) in that they both use the terms 'fine-tuning' and 'incremental change'. The difference is Dunphy and Stace's use of the term 'transformational' change rather than Tushman *et al.*'s 'discontinuous/frame-breaking' change. However, Dunphy and Stace's definition of transformational change goes beyond that of Tushman *et al.*'s discontinuous change in splitting their definition of 'transformational' change into 'modular' and 'corporate' transformation. This is a useful distinction in detailing more clearly the departmental/divisional from the corporate/organizational level.

From the discussion above, it is unlikely that organizations could sustain continuous periods of frame-breaking or transformational change, even though some of these processes might take some time. However, the focus on 'how much' and 'how quickly' change should happen now comes to the fore.

The pace and scope of change

Greenwood and Hinings (1996), referred to in Plowman, Baker, Beck, Kilkani, Solansky and Travis (2007) propose two dimensions of change: scope and pace. According to Plowman *et al.* the scope of change is either evolutionary or radical in its scope, and either evolutionary or revolutionary in its pace. They derived their four types of change from studying the activities of what they called 'Mission Church', within which small-scale change became radical change. Mission Church was situated in a tourist area of a large American city. A few members were looking for something new to do and so they set up a breakfast table for homeless people. From this small act, many subsequent activities emerged, such as health professionals giving advice, the opening of a day care centre, and legal and job search support services. Consequently, not only was the church reformed by becoming a major centre for socially deprived people, but the whole town was affected; which was sometimes perceived positively and at other times negatively.

Plowman *et al.* show that the scope and pace of change might not fit into one category but might share the characteristics of different types. They state that the environment might be misinterpreted, as both positive and negative environmental feedback can lead to radical change processes. This is in line with Fullan's claim (2003a) that the fallacy that the pace and scope of change can be controlled should be rejected.

Emergent, predictable and planned change

A review of the various categorizations of change discussed above suggests that fine-tuning and incremental change are usually seen as emergent; that is, as a gradual process of reaction to everyday efforts to 'improve things'. Johnson, Scholes and Whittington (2008, 8th edn, pp. 179-83) state that, in most organizations, there are long periods of *continuity*, during which strategy remains unchanged or changes incrementally, in line with gradual changes in economic, political and other environmental influences. In such circumstances, where environmental changes can be detected, organizational responses can be planned.

However, Burnes (2005, p. 73) maintains that more than 80% of planned and deliberate change endeavours fail, as the necessary competences to manage them are missing. Fullan (2003b, p. 193) claims that failure occurs when plans are insufficiently thought through and different responsibilities not clearly allocated. Additionally, he maintains that the natural reaction to change is resistance and that this is often not planned for within any change process.

In reality, it is always difficult to distinguish between emergent, predictable and planned change. Mintzberg and Quinn (1991, 2nd edn) who researched the concept of 'strategy' in a number of organizations maintain that strategic planning is rooted in the concept of stability rather than change. They also observe (pp. 22-26) that strategic actions were often taken at an unrelenting pace and that there was little time for reflection.

Mintzberg and Quinn's ideas are not dissimilar to those of Burnes (2004b, pp. 991-92), who suggests that organizations might not only have to be ambidextrous, as suggested by Nadler and Tushman (1989), but tri-dextrous in coping with incremental, continuous and punctuated change simultaneously. However, Donnert (1998) agrees with Heifetz and Linsky (2002) that leadership behaviour is determined by leaders' interpretation of their role and proposes that the chosen model of change informs their understanding.

The bridge of innovation

Wengel and Hipp (2005) propose a three-stage model of change termed the 'bridge of innovation' by focusing on the current state, the transition and the new state (Figure 3.4). Each phase shows the psychological effects on individuals as they move through the change. It helps leaders to deduce what role(s) might best be adopted to support their followers. However, it is not until the third stage that optimism appears. This is in line with Fullan's (2001) statement that change causes negative and positive feelings in individuals and groups.

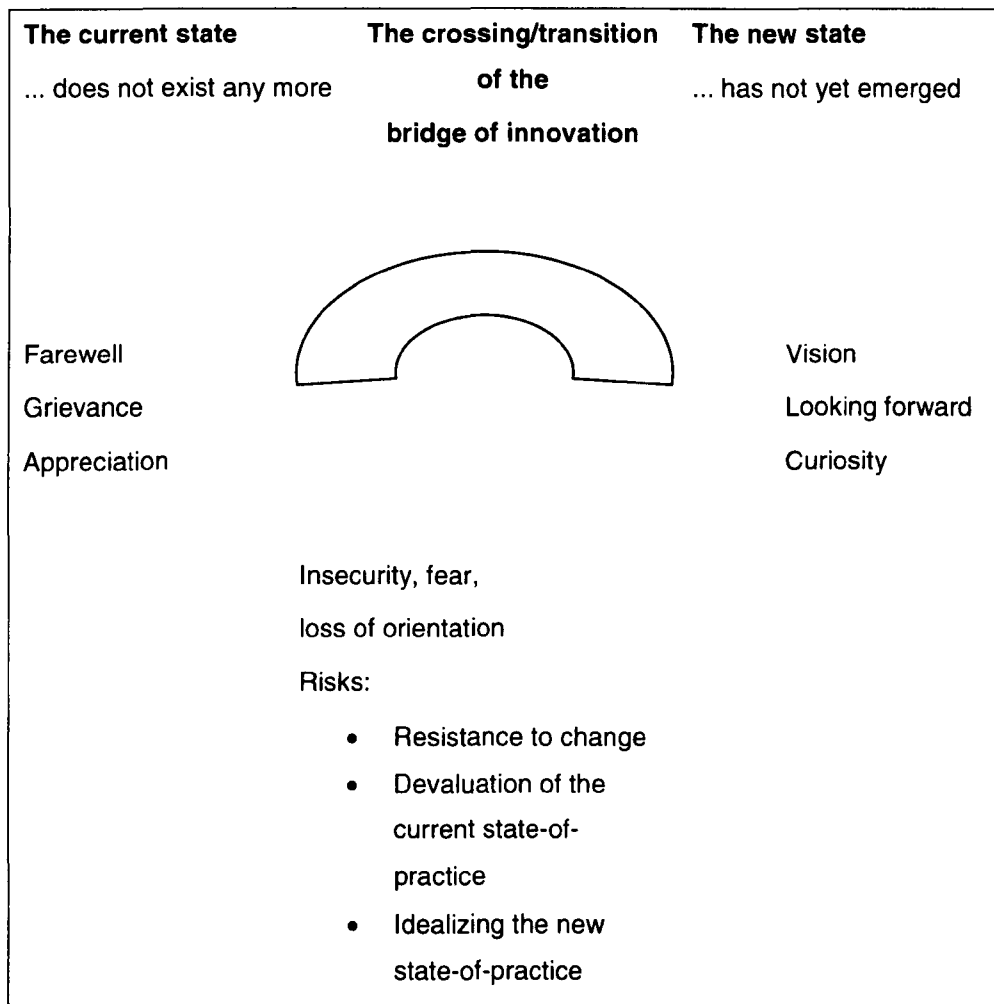


Figure 3.4 Bridge of innovation

(Source: Wengel and Hipp, 2005, p. 2)

Wengel and Hipp, in their discussion, reflect Clarke's (1994) and Fullan's (2001, 2003a/b) views that people confronted with change might not always resist innovation per se. However, as change is needed so that organizations do not fail in future, it is paramount that the current state-of-practice is valued. Otherwise, as shown in Figure 3.4, staff might feel devalued given their investment of their skills in the current state of the organization. Therefore, resistance might be directed not against change, but against devaluation of their performance. Consequently, Wengel and Hipp ask leaders and change agents to appraise and reward staff for their 'past' performance in the first phase before the bridge of innovation is crossed. While crossing this bridge the practice that represented orientation and security is lost and new practice is yet unknown.

Fullan (2001, p. 40) terms this 'innovation-dip': a dip in performance and confidence in one's skills as new competences have to be learnt, new knowledge gained and the existing belief system adapted. In line with Wengel and Hipp, Fullan emphasises the importance of all the people involved in the change understanding the reasons for it. This is so that neither the former (now 'lost') state-of-practice nor the emerging state-of-practice is over-idealized. Rather, people must trust that change can be managed. However, as suggested by Paton and McCalman (2008, 3rd edn) above, diagnosed change will often be found in the 'flexi/grey' area with elements of both hard and soft complexity. Whilst the former can be dealt with systematically and perhaps mechanistically, the latter will need different, more complex, methods.

First action research cycle

Pre-step: context and purpose

Our college faced an array of challenges. As stated in the first chapter, I had negotiated independence which meant that we were not forced to merge with the Competence Centre as the other six nursing colleges were. Nevertheless, we had to manage the educational system change from secondary to tertiary level. Furthermore, specialities, such as psychiatric nursing, had to become postgraduate courses, rather than a first career choice of nursing.

I have to win our college committee to support the possibility to develop a postgraduate course. So the PESTLE analysis, which I shall prepare for the next meeting, has to show in a deductive manner how the external triggers of the Bologna Accords force these changes upon us. However, if the committee and the team agree to these transformations then we will also be confronted with internal triggers, namely I as the college leader will also become the change agent in my own organization. Furthermore, we will be confronted with the 'big idea' meeting the system change, besides developing a postgraduate course (Senior and Swailes, 2010, 4th edn, pp. 12-23).
(Diary, 5 September, 2007)

A PESTLE analysis was carried out by the college committee on 29 September 2007. The following main findings were documented as a description of the external environment at that time and of how these were triggering the kind of change we were facing. The main issues of the PESTLE analysis by the college committee are bulleted as prompts. Furthermore, as the political and legal triggers were perceived as intertwined, they are summarized as one concern:

Political and legal triggers

The main issues of the political and legal triggers are:

- making the Swiss educational system Europe-compatible in agreement with the Bologna Accords (1999) and Copenhagen Process (2002);
- diplomas (including the diplomas for nurse education) can only be acquired by tertiary level education;
- Specialist for Health Care and Specialist for Care, two new nurse education training courses, are introduced at the secondary educational level, as the OPET website shows:

<http://www.bbt.admin.ch/themen/hochschulen/00215/00224/index.html>

(accessed 14.10.07)

Economic triggers

- Economizing on the cantonal financial budget by merging the seven nurse colleges into one Central Competence Centre.

Socio-cultural triggers

- The Bologna Accords and Copenhagen Process agreements state that specialities such as childcare and psychiatric care should be studied at postgraduate level;
- nursing lecturers from the Canton of Berne have to be prepared to change their professional role identification as they move from secondary educational to tertiary;
- the tertiary pedagogic mission asks lecturers to focus primarily on students' psychiatric nursing competence and less on enhancing the development of personal and social skills.

Technological triggers

- E-learning reduces the time students have to be physically present in the classroom;
- curricula and especially postgraduate courses have to adapt to be competitive and appeal to potential students.

Educational triggers

- On 19 April 2007 the Education and Health and Social Services Departments agreed that our college would remain independent.
- The professional education and training course (PET) in psychiatric nurse education for a psychiatric PET Diploma at our college was going to be discontinued by August 2011. Therefore we would have 200 undergraduate students in 2008, 150 in 2009 and 100 in 2010, and the last 50 undergraduates would graduate in August 2011.
- The generic PET Diploma course for nurse education was going to be offered at the Competence Centre in Berne from September 2008 when the other six nursing colleges of the canton merged.

By focusing on the triggers of change, I became aware of the transformation our College had to confront, namely to develop a postgraduate course for psychiatric nursing and to adapt lecturing to higher education standards. Furthermore, to 'let go' of our PET Diploma course by August 2011 as undergraduate courses were becoming generic and only offered at the Competence Centre after August 2008. If change was rejected, the diplomas or final certificates of our students would no longer be registered and acknowledged. Furthermore, change was imminent. According to Strebel (1992), we had come up against a 'breakpoint of divergence' (Figure 3.1).

On the basis of the PESTLE analysis, the college committee agreed that our college had to enter a process of change. They supported our postgraduate course in psychiatric nursing care and remaining an independent college. They chose to support whatever decision was taken by me as principal, and my team.

I feel overwhelmed by the insights gained from the PESTLE analysis and the different changes we have to undertake. Nevertheless, these triggers of transformation seem intertwined and sharing the same degree of importance and imminence. Therefore, the analysis does not define what kind(s) of change we will have to manage, nor in what order we should address them.

In addition, by neglecting the competitive environment, the rivalry for students between our college and the Competence Centre as well as the two new professions created by the OPET, remain unconsidered. We were the only college offering a PET Diploma in psychiatric nursing. We will lose our 200 undergraduate students which represented the legitimacy of our college and guaranteed the employment of the staff members. We are confronted by Strebel's (1992) breakpoint of divergence. Although I am relieved that our school committee agreed for our college to remain independent, I do not know, if we possess the resources and coping mechanisms needed to manage the changes. This prognosis cannot be solely based on the PESTLE analysis.

(Diary, 29 September 2007)

In order to explain the transformation processes to my staff on 30 October 2007, I filled in the overview of 'difficulties and messes' template (Table 3.1; Annex 2). The results showed that our stakeholders, such as the Education Department, Health and Social Services, the Swiss Red Cross and the 'Organisation der Arbeit' (OdA; in English, professional organizations) were confronted with 'a mess', as many decisions, responsibilities, procedures and guidelines concerning nurse education were unconsolidated and therefore fuzzy and continuously changing.

In contrast, the initial problem could be characterized as a 'difficulty' because we had 'simply' to choose between two strategies: developing the postgraduate course or merging with the Competence Centre. The type of organizational change concerning the transformation from vocational to higher education was a 'mess'. Consequently, we were simultaneously confronted with hard and soft problems (Paton and McCalman, 2008, 3rd edn).

Filling in the template of 'messes and difficulties' (Senior and Swailes, 2010, 4th edn, pp. 59-60) supports the differentiation between problems which we can address in a more short-term manner, and 'messy' situations which are intertwined and depending from different variables. It will help me to prepare for the team day on 30 October 2007 as I can explain what we can actively change ourselves and where we are in a reactive position as transformation processes are influenced by various partners and circumstances.
(Diary, October 2007)

Change was thus not an option but a prescription, as we had reached a breakpoint of divergence (Strebel, 1992): either to develop our own postgraduate course or to merge and offer the new national nurse education curriculum in the Competence Centre. However, in choosing an action research approach for this study, it was expected that the people concerned would be involved in the change process (Coghlan and Brannick, 2007, 2nd edn; Paton and McCalman, 2008, 3rd edn; Cummings and Worley, 2009, 9th edn).

The team day of 30 October 2007 had two aims: to diagnose/confirm our intention either to develop the postgraduate course and to stay independent or to merge with the Central Competence Centre; and, secondly, to diagnose the type of change we were confronted with.

Diagnosing change: Step 1 of the first action research cycle

30 October 2007; 08.15-12.00h: Omani suitcase tool

Having analysed, during the first part of the morning of the team day of 30 October 2007, the organizational environment of the college and 'set the scene' for the change process that it had to undergo, the staff and I performed a series of activities to diagnose the current situation and to decide what types of change had to be managed.

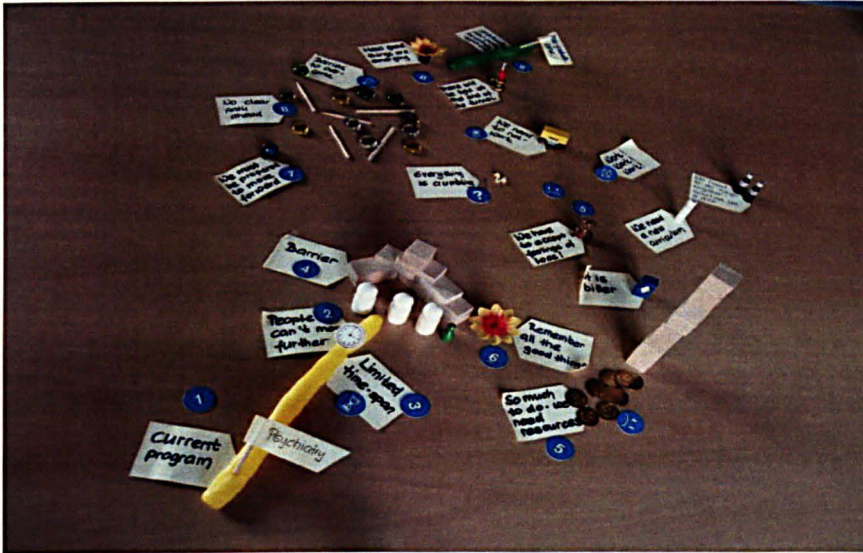
The first of these was, as suggested by the college committee, to decide whether we wanted to stay independent and develop the postgraduate course, or merge with the Central Competence Centre.

I started by asking the lecturers to give their views on the major point at issue, that of developing a pilot postgraduate course starting in August 2008 or of merging with the other six nursing colleges into one Competence Centre. I hoped the operation of the group would accord with the aims of Mayer (2007, 2nd edn, p. 191):

- to learn the opinion of the individual group members;
- to establish the opinion of the whole group

During this session the Omani suitcase tool was used to support the lecturers in representing their ideas in a three-dimensional, creative and dynamic way. Furthermore, it allowed me as leader to be in the background and pursue how the generated picture(s) were constantly expanded, corrected and adapted.

The complete picture process is shown in Annex 3. However, the final picture was as below:



maintained that they, too, had to take risks, and jobs could not be guaranteed. Although the process ended with a new green Plasticine path representing the postgraduate course, feelings of bitterness and disappointment were depicted in addition to hope and determination to cross the dangerous marshland.

Each time a representation of the change situation was agreed by the whole team, I took a photograph (Annex 3). Comments on or signals to their 'three-dimensional images of change' were also added. Therefore, the pictures show collaboratively agreed diagnostic perceptions concerning issues of change, felt emotions, needed resources and expected coping mechanisms.

The diagnostic representation created by the use of the Omani suitcase cannot be understood as an all-encompassing picture, but it gave me important information (Mayer, 2007, 2nd edn): the team shared the conviction of developing a postgraduate course. There was not one mention (pro or contra) of the merger with the six other nursing colleges. However, this option was discussed extensively during the period of October 2006 to February 2007, after I had told the team my vision of developing a postgraduate course. In March 2007, all team members supported the request made to the cantonal government to stay independent and generate a postgraduate course in psychiatric nursing.

I am happy that the postgraduate course became the agreed aim. However, whereas Sue, Tim and Alois define passing through the marshland as an individualistic endeavour, it is only Cathy (2nd-year department leader) with the rest of the members who claims that it should be a team process. I know that the aim is shared, but not the means to reach it (Mayer, 2007, 2nd edn).
(Diary, 30 October 2007)

Furthermore, during the creation process of the Omani suitcase representation, cynical comments were sometimes uttered e.g. 'You could build this wall much higher' or 'One does not really see the crocodiles and the snakes in this swamp-land we have to cross – oh well, Künzel did not supply these in the suitcase – one would have to be creative with the Plasticine' or 'Oh, really, did

you hear it, chief – Tim and Alois want us to have an American dishwasher story – a real happy ending!’

I should be happy to have the whole team supporting the idea that we are developing a postgraduate course. But the success represents simultaneously the biggest challenge I have ever had to manage as a leader. The problem will be the ‘marshland’! We have agreed to undergo change, but have not yet experienced what this means. However, Abrahamson (2000) maintains that this kind of change, which includes letting go of or even destroying one’s own organization, is intrinsically intertwined with painful processes. This is indicated in the picture process as well as the cynical comments that were uttered.

For the moment it seems that everybody is included in the decision making process. Nevertheless, conflicts and responsibility confusion might arise; there might be losers and winners, as feared by the administrative staff (Timperley and Robinson, 2000; Storey, 2004; Hartley, 2007).

(Diary, 1-3 November 2007)

30 October 2007; 13.00–16.30h: SWOT matrix

On the afternoon of 30 October 2007, as an additional step, we filled in the SWOT matrix (Figure 2.2) in order to become aware of our strengths and weaknesses and also of the opportunities and threats facing the college. The agreed results (see Table 3.2 below) of the SWOT analysis were written on a flipchart during this team session.

Eliane points out that our agreed bullet points of the SWOT analysis represent a clear connection to the Omani picture progress developed in the morning. We are all impressed about her discovery. The three-dimensional thinking process enhanced by the Omani suitcase tool (Künzel and Inderbitzin, 2008) seems to bear fruit. I did not think about this pedagogic idea when I prepared for our team day, but have chosen the procedure by chance (see Figure 3.5 and Annex 3).

(Diary, 30. October 2007)

Table 3.2: Results from SWOT analysis (1st Team day 30.10. 2007)

Strengths	Weaknesses
<ul style="list-style-type: none">- The whole team is committed to support the development of a postgraduate course. Further, this guarantees the maintenance and development of the lecturers' professional psychiatric skills' (Annex 3, Picture 3.5).- Conviction that we are able to develop a postgraduate course exists in the team (Annex 3, Picture 3.7).- Our strategy is supported by the Education Department which represents our political stakeholder.- We have published our intention to offer a postgraduate course on our homepage and have already received 17 phone-calls from potential students who are interested to start in August 2008.- Although we are going through much insecurity and are confronted with risky decisions – the staff insists on remembering the good times we had and have (Annex 3, Picture 3.4).	<ul style="list-style-type: none">- The perceived workload is enormous. Besides developing a new course the current 8 classes have to be lectured until 2011; although every year from 2008 to 2011 two classes graduate and leave the college (Annex 3, Picture 3.3).- There is no clear path ahead (Annex 3, Picture 3.6).- Many lecturers are following a postgraduate course (Master of Advanced Studies) themselves which means that most lecturers have more than 200 hours overtime.- If lectures leave it will be difficult to recruit new staff as I can only offer yearly contracts.

Opportunities	Threats
<ul style="list-style-type: none"> - It is considered as an opportunity not to be forced to join the new Competence Centre, but stay independent. - It is perceived as a valuable chance to be able to learn how to develop a postgraduate course on tertiary level, although for the individual future and personal curriculum vitae. - It is challenging to develop a course for students who are over 25 years old and intrinsically motivated to get an extra qualification; in comparison to our actual students who generally started their professional nurse training at 18 and are still in the process of coping with different developmental crises. 	<ul style="list-style-type: none"> - Insecurity is felt as well-known territory (our current curriculum) has to be abandoned and the new opportunities of postgraduate courses seized (Annex 3, Pictures 3.1 and 3.2). - There might not be enough money to start a new course and recruit enough students (Annex 3, Picture 3.6). - If the postgraduate course is not successful, the college will have to close in 2011. - It is feared that by offering psychiatric knowledge, skills and competence in postgraduate courses only, there will be a shortage in psychiatric nurses in near future.

We came to the conclusion that the SWOT analysis supported our 'looking into our own mirror', and thus enhanced our becoming aware of our core strengths and weaknesses, as suggested by Coman (2006, p. 2). Reflecting on the results of the analysis, we agreed that our biggest strength was the decisive conviction to develop the postgraduate course. Yet we were simultaneously conscious that failure to have the course officially acknowledged would lead to the closure of our college. The weakness that was perceived by team members as the biggest challenge was the workload, as our eight current classes needed to be lectured while we developed the postgraduate course – with no extra resources. However, considering the business arena, it was felt that the opportunity offered by the stakeholders to develop such a course at tertiary

educational level represented an important chance to support organizational development and personal growth. Nevertheless, psychiatric nursing care not being acknowledged as a profession in its own right was recognized as the biggest threat i.e. the possibility that the environment/stakeholders would decide that the course would not be acknowledged and supported. We planned for 22 November 2007, our next team day to decide who would develop the postgraduate course.

Having read Coman's (2006, p. 2) recommendations of 'first looking into the mirror' to understand one's Core – Strengths and Weaknesses, and then looking out of the window at the business Arena to spot Opportunities and Threats' has helped to structure the process with my team of filling in the SWOT matrix. It has been a valuable experience to focus first on ourselves, our potency and our Achilles' heel(s) (Holbeche, 2005, p. 5).

This has also been supported by Sue, who said that she always offered her students time to fill in any of the four windows at random. It meant that students started discussing whether the statement was noted under the right heading. The result being that declarations were mentioned under all four titles with slight adaptations. Tim supported this account describing the stifling effect where your strengths were simultaneously your weakness. Alois, too, added that he had never realized the rules the instrument asks you to observe, namely to concentrate on yourself (your own organization) before you concentrate on your environment.

Action research offers the advantage of consulting theory before dealing with the practical challenge, as I experienced in this situation. But also insight if you reflect your practice with theoretical evidence as suggested by my lecturers. This is suggested by Schön's metaphor (1983, p. 42) that practitioners are running backwards and forwards over the bridge between the theoretical highland and the practical lowlands. The SWOT matrix represents for us the double effect of becoming aware of our pros and cons before we are considering the challenges our environment requests us to deal with, as well as the pedagogical input of discovering how the SWOT instrument can be used

effectively.

(Diary, 03.11.2007)

I read Coman and Ronen's (2009) paper today, concerning four criteria to overcome some weaknesses of the SWOT matrix. It seems that we fulfilled these intuitively by working through the 'right order' of the windows.

(Diary, March, 2010)

Interviews

It became clear that the workload represented the central issue for our change process.

Emma revealed in her interview:

'As a psychiatric nurse, I tell you that we are showing 'borderline-symptoms'. We want to cross the 'bridge of innovation' and simultaneously we do everything that prevents us to do so. We say that we can only do it as a team, knowing that an organization cannot cross the bridge, but only its individuals. We say that we would cross the bridge if we were granted the resources; however, I think you have to find these resources, as otherwise our team will break apart.'

(Emma, 4th-year lecturer, 07.11.2007)

Maggie also referred to the labour-intensive period by saying:

'It's always us, the administrative staff, who have to do everything so that the lecturers can cross the bridge and have a better life, earn more money and have a secure job. Have you ever thought about how much more work this creates for us, to make a new course known?'

(Maggie, administrator, 07.11.2007)

A similar but, different point was stated by Cathy:

'This workload robs us all of our time for our present students. If everybody runs after their own aim, we might as well close down. Our heart has to be in it, and I mean the heart of the whole team! I feel really mobbed by you as you do not support our going through this change as a team.'

(Cathy, 2nd-year department leader, 07.11.2007)

Conclusions of the semi-structured interviews

Emma, Maggie and Cathy all maintained that the workload was enormous. This had already been acknowledged during the Omani picture process and the SWOT analysis.

Therefore, a solution had to be found to prevent this workload from destroying our team. Cathy even felt mobbed by this pending threat. Furthermore, Maggie maintained that the administrative staff felt exploited as the lecturers seemed to profit most from the change.

The everyday importance of Wengel and Hipp's (2005) bridge of innovation has completely slipped my mind. But for them it is a model which counts, because it represents my leadership understanding. I have to show that it is not just a theoretical model, but that I am willing to put it into practice.

I will have to employ an extra lecturer so that Cathy, 2nd-year department leader, can take over the role of project leadership for the postgraduate course. I hope Cathy will take over, as she is the only one I trust to manage this challenge. She really puts her heart into it.

(Diary, 15 November 2007)

I asked Johanna, a freelance nursing lecturer from Zurich, if she would take over Cathy's lessons. She was pleased to receive this offer and promised to do anything so that Cathy would have her hands free for the project leadership.

(Diary, 16 November 2007)

I look forward to telling them that I've found the ideal solution to our problem. It feels great to be leader with a vision and to be able to suggest solutions to arising problems.

(Diary, 19 November 2007)

Personally I feel insecure about the whole project. I am not sure if my vision will work and we shall be able to develop our postgraduate course. I've wished for so long to be a transformational principal with a vision as for example proposed by Kotter (1988, 2001): to be able to turn the ship around and offer my organization a successful continuum. I was unaware that visions mean responsibility, risk-taking and being alone with one's hopes, fears and the consequences of decisions taken – basically, being the scapegoat. This even seems perversely accentuated in action research, as decision-taking happens in the team whereas responsibility cannot be shared (Hartley, 2007). Perhaps Moses felt a similar burden when the Israelites realized that, before entering the promised land, 40 years of desert had to be managed. Therefore, the excitement of crossing the 'bridge of innovation' (Figure 3.4) seems to be naturally coupled with complaints about what has to be left behind. However, where Kotter and Schlesinger (1979) regret that leaders interpret complaining about change as synonymous with resistance, Fullan (2003a/b) ask leaders to value complaints as helpful feedback, besides having the option to talk about the process.

Plowman *et al.* (2007) basing their framework on Greenwood and Hinings's theory (1996) maintain that even small decisions can have over-dimensional consequences. Their findings were that not solely positive feedback encouraging deviations and adaptations, but also negative criticism, normally discouraging such steps, can lead to radical change because transformations are not always consciously planned. Although they distinguish between four types of change, they claim that these can co-exist and even be mixed. Hence, Plowman *et al.* allow change a momentum of its own, denying that it can be intentionally planned and controlled at any time. Even so, being proud of having diagnosed perceived problems and opportunities collaboratively, I am anxious about managing the action research cycles effectively. What if the

method of action research is solely compatible with personal growth and development as suggested by Eden and Huxam (1996) or McNiff (1997)? However, Coghlan and Brannick (2007, 2nd edn) claim that doing action research in your own organization cannot be learnt theoretically but only by trial-and-error in practice, thus representing the theory-practice gap. Although aware that only by doing I am learning, I do not like to show insecurity and vulnerability in front of my team.

(Diary, 21 November 2007)

Planning action: Step 2 of the first action research cycle

2nd Team day; 22nd November 2007: 08.30-16.30h

At the second team day on 22 November, I informed the team that Johanna would be relieving the lecturer taking over the project leadership of our postgraduate course. However, Tim, 1st-year department leader, said that the team expected *me* to take on this responsibility. Furthermore, they could not understand why I had even thought of having someone else as the project leader of what they perceived as this important change.

At the end of an intense discussion, the following plan was agreed for the period 22 November 2007-31 July 2008:

- I would take over the project leadership;
- curriculum, selection and promotion project sub-groups were needed; a report on the project concept would be handed in to the cantonal Education Department and the Swiss Red Cross by 30 December 2007;
- the freelance lecturer (Johanna) would be employed part-time in supporting the sub-group members;
- the four departmental leaders would plan the timetables for the current eight classes together, so that an optimal work efficiency could be realized.

I am puzzled that nobody wants to take over the project leadership. It would have looked good on anybody's curriculum vitae. I feel disappointed with my staff, as I was sure that they would appreciate my proposition.

(Diary, 22 November 2007)

I woke up last night and suddenly saw our situation in a completely different light: Doppler and Lauterburg (2005, 11th edn) and Donnert (1998) state that leaders of change are defined as advocates, mentors, coaches or counsellors to individuals. However, Peplau (1988, pp. 51–61) claims that the role of *surrogate* should be considered too. She proposes that change is a psychodynamic process and cannot be typified in a purely systematic and logical manner. As also claimed by Ford and Ford (2009), former experiences, dependences, interdependences and independences all influence how change is understood, managed and processed. Therefore, leaders of change have to cope with emotions such as anger, fear and aggression, which are not directed at them personally but at them as a surrogate for former experiences of change (Fullan, 2001). Therefore, if resistance to change is interpreted as feedback, then it constitutes a source of valuable information, sustains important relationships and, foremost, supports effective change with better solutions (Ford and Ford, 2009). And that is what Peplau (1988) meant by being a surrogate.

Emma, Maggie and Cathy had told me in the semi-structured interviews their expectations for leaders of change:

Emma expects such leaders to provide resources and motivate people to cross the bridge. I acted on these expectations. Now, I am disappointed that my endeavours are not appreciated. However, a surrogate (according to Peplau) should empower the person to fulfil his/her own expectations.

Maggie told me that she and perhaps even all the administrative staff feel exploited to support the lecturers and she/they is/are convinced they will lose out. Are these just fears, or has she experienced exploitation during former change situations? Perhaps the past comes back to haunt you (Ford and Ford, 2009).

Finally, Cathy accused me of mobbing her. I told her that I was doing no such thing, as I had even suggested that she take over the project leadership. But if I had tried to understand the statement as a surrogate, then Cathy might have said:

- somebody who mobs me does not share the most important concern, namely that the team's focus has to be on students and patients;
- somebody who mobs me organizes team days without centring on team processes. We decide to create the postgraduate course to avoid merging with the Competence Centre; we concentrate on PESTLE established by the college committee, difficulties and messes established by our leader, Omani suitcase scenarios and SWOT analysis by ourselves, so we know we can cross the bridge – but we don't know if it's worthwhile;
- somebody who mobs me does not appreciate what I have done up to now (as suggested by Wengel and Hipp, Figure 3.4) but focuses solely on the future.

And what about the cynical utterances during the Omani picture process, such as 'Politics curtail professional and personal freedom' or 'Künzel forgot to provide the crocodiles' and statements I had noted in my diary, such as 'They don't know what they are doing' or 'The college committee and the Education Department don't give ... they just want us to be quiet'?

I did not allow enough time for the first step of diagnosing. Perhaps I acted more like what Dunphy and Stace (1993) call a 'dictatorial' leader than a 'consultative' or 'collaborative' leader.

Furthermore, if I do not just want to be seen as applying a change-centred style – as suggested by Arvonen and Ekvall (1999) – so that I can boast about having taken risks, but as somebody who interprets resistance as a resource in order to enhance organizational development and personal growth, then I have to change. Clarke's (199, p. XII) claim can be understood as 'Change has to start with you!' (the leader). Therefore, if I want to be a leader of change, I have

to go back and finish the diagnosis stage before continuing with the second step in the action research cycle. However, Tannenbaum and Schmidt (1973) warn that leaders might just call for another meeting, so that they can avoid their own decision making responsibility. But I want to have another team day to empower my staff by understanding what is happening (Jones *et al.*, 1996). (Diary, 23-30 November 2007)

Returning to diagnosing: Step 1

3rd Team day

7 December 2007: 13.00-17.00: The change(s) we face

I organized an extra team event for Friday afternoon, 7 December 2007. I had become aware that we all were informed about the triggers of change, but not of the type(s) of change we were facing. I wanted to be a real change agent and discuss my reflections with the team. I felt this was best achieved by examining the overview of 'difficulties and messes' (Senior and Swailes, 2010, 4th edn, p. 60; Annex 7). I had used this template preparing the first team day on 30 October 2007. I explained that we had decided to develop the postgraduate course together, but we had not diagnosed what this meant for us as an organization. We then discussed the change process and perceptions of it as well as the expectations of my role (Ford and Ford, 2009).

We agreed that the design of the postgraduate course represented a difficulty (Table 3.1 and Annex 2), or, in Paton and McCalman's (2008, 3rd edn) terms, one of 'hard complexity', as it could be considered in relative isolation beside our normal organizational context. Nevertheless, by representing it as a priority and with a tight timescale to start the pilot in August 2008, it was going to increase our workload considerably and interfere with our daily routine. However, we had quantifiable objectives, which had to be reached in order that the postgraduate course would be acknowledged by the Swiss Red Cross (Senior and Swailes, 2010, 4th edn). Furthermore, on 22 November we had decided that I would take over the project leadership. The interactions with our environment and stakeholders were focused on solving the problems created by the development and implementation of the project. Therefore, the nature of

change connected with the postgraduate course were subjectively overrated and perceived as more severe and complex than they were (Grundy, 1993).

We were confronted with change on three different levels: firstly, the structure of our college had to change to adapt from the secondary to the tertiary educational level. This change constituted, in Dunphy and Stace's (1993) terms, a large-scale, strategic transformation as it originated in political and legislative changes involving stakeholders such as the Federal Office for Professional Education and Technology, the Swiss Red Cross, the cantonal government and professional organizations. Furthermore, our college had no power to influence the decisions taken by these organizations, and at the time these decisions not only kept changing but policies and guidelines based on them still had to be developed (Jones, 2002).

Secondly, these structural transformations also changed the role and expectations of lecturers. Not only the role-identification but also the culture of our college would have to change. Lecturers would have to follow further education courses to lecture at tertiary level. However, as the national and cantonal structural change was still in process, we did not yet know how to adapt. Therefore we were not in a position to plan our change path but were forced to react to every piecemeal change that we were confronted with (Balogun and Hope Hailey, 2008, 3rd, edn).

Thirdly, as a result of deciding to stay independent and develop the postgraduate course, our college strategy had to be converted. We had to act both reactively (to messes outside our control) and proactively (concerning the difficulty of developing a postgraduate course) (Mintzberg and Quinn, 1991, 2nd edn, Senior and Swailes, 2010, 4th edn).

At the time, we were confronted with continuous incremental or evolutionary change and a reform process described by Jones (2002) as patchy, frustrating and changing direction. Developing the postgraduate course could be judged

according to Paton and McCalman (2008, 3rd edn) as a more mechanical problem or according to Grundy (1993) 'bumpy incremental' change.

However, it meant that we had to legitimize our college, not solely by observing the Bologna Accords and the Copenhagen Process, but our success depended on reinventing our college and developing a new identity. Tushman *et al.* (1986, pp. 37-8) term this 'frame-breaking' change. The transformation could not be controlled by our College, but, according to Plowman *et al.* (2007) possessed characteristics to turn into radical change with its own dynamics.

However, Jones *et al.* (1996, pp. 2–3) claim that this 'reinvention' or 'rebuilding' has to be realized by the organization's own workforce. It was decided that we all needed time to become aware of how team members could be empowered to become builders of our own (future) organization.

Continuation of Step 2: Planning action

The planning of the postgraduate course was labour-intensive but I was supported by the whole team and the freelance lecturer, Johanna. However, the 'real plan' for me constituted how to fully involve my team in the decisions and actions we had to make and how to act collaboratively and democratically according to the philosophy of action research (Kemmis, 2003, Coghlan and Brannick, 2007, 2nd edn). How would I involve the team so that the new organization would be built by them (Jones *et al.*, 1996)? How could I support them as they crossed 'the bridge of innovation' (Figure 3.4) and move across Strebel's (1992) breakpoint from a situation of a convergence of offerings to one of a divergence of offerings?

On 18 December 2007, during a coffee-break I had with Sue, she reported that Alois had said that I was 'a softy, afraid of making decisions and being the chief', and that I was 'no better than the Education Department with their strategy of stop and go'.

Furthermore, just before we broke up for the Christmas holidays I gained the impression that Maggie was upset, and when I asked her about it she replied:

'And for everything there exists at least five different views and everybody says that theirs is correct as they are in charge of this, that and the other. An example is the flyer. I started it, because it was declared a priority. Then it was not a priority any more. Then it needs a meeting and then Eliane says that she is sorry but she has forgotten to invite me and Nick to this meeting. So the meeting has to be postponed so that we can attend too. And then I am told that the flyer needs to be done differently. Do you know what, I am doing? Sisyphus's work! Beforehand, there existed a hierarchy, but now I constantly have to give feedback and run after everything.'

(Maggie, administrator, 21 December 2007)

I knew I had to improve my understanding of the conflicts of leadership, which could be causing unhappiness and resistance to change (Timperly and Robinson, 2000; Troman, 2003; Ford and Ford, 2003).

What does 'a collaborative, democratic leadership style' really mean? Reflecting on it, I have tried so hard to be a counsellor, mentor and advocate (Donnert, 1998). So what? What is my personal understanding of leadership? Perhaps Hallinger (2003; 2005) was correct in maintaining that change needs an 'instructive leadership style' or according to the Hay Management Consultants (2000) even an authoritative one.

(Diary, 21 December 2007)

I reflected on my leadership understanding with my coach on 8 January 2008 and came to the following conclusions:

- I have confused my leadership function with my role behaviour. According to Pechtl (1989), the function includes the fulfilling of defined

and agreed tasks within a social structure/community; but the role represents self-chosen or expected behaviour(s) which can be agreed on or spontaneously chosen within a social structure/community.

- Nevertheless, leaders might choose an inadequate role in critical and uncomfortable situations. However, the inadequately chosen role might bring more emotional satisfaction. But it is inadequate, as it does not support the aims of one's function and causes responsibility confusion (Pechtl, 1989; Storey, 2004).

And, indeed, I had adopted roles that were inadequate. Instead of being a change agent (and a collaborative researcher), I had listened in the background during the Omani picture process. As a leader, I have to make sure that everybody is aware what consequences our independence and the development of the postgraduate course might have. It is wrong to conduct semi-structured interviews with my staff in the role of counsellor or mentor and ask, 'What kind of consequences might this change have for you?' That is the type of question an outside researcher might ask, but not an insider. As leader, I have to know the scenarios (Kotter, 1988; 1996; 2001).

Furthermore, being a collaborative and democratic leader, even with the tendencies of distributed leadership does not mean giving up my leadership function. Hartley (2007) notes that it is not the organizational strategy itself that can be distributed, but the tactics for realizing this strategy. Therefore, hierarchical forms of accountability remain in place (p. 211) and should be observed.

I can actually realize the leadership strengths attributed to me, namely to be in contact with people, generate constructive relationships and negotiate decisions (feedback from the Education Department's School Inspector, November 2005, November 2006 and November 2007). As stated by Kemmis (2003, p. 170), collaborative and democratic decision-taking means deciding 'what ought to be done' but not 'how it should be done'. The latter is my responsibility as school leader and change agent (Hartley, 2007).

Today's reflection with my coach was helpful as I was able to clarify misunderstandings I had developed. I had seen distributed leadership and collaborative, democratic leadership as synonymous. The former depends on distributed leadership responsibilities. The latter depends on understanding that the people concerned make the joint decision that actions have to be taken, but that it is the leader/change agent that decides *how* they are taken and bears responsibility for them.

(Diary, 8-10 January 2008)

Taking action: Step 3 of the first action research cycle

At the end of November 2007, I took on leadership of the change project. Up to the end of December 2007 I had to develop the concept of the postgraduate course so that it could be submitted to the Education Department and the Swiss Red Cross. I was supported by the lecturers in the sub-groups and was surprised by how intensively they worked on this project.

Jones *et al.* (1996, pp. 170-71) might be right by citing Dee Hock, the former Visa chief executive, who claimed that groups are prepared to do incredible things if leaders are committed to involve their people. It seems that this is happening! Furthermore, Hobfoll and Lilly (1993) argue that resources are developed by empowerment as long as people feel that they can influence the situation.

(Diary, 3-10 December 2007)

Although we had noted in our SWOT analysis (Table 3.2) that e-learning was a strength of our organization, I did not expect this to be realized in the pilot project, which was to start in August 2008. However, Tim and Alois were at that time taking a postgraduate course in Information and Computer Technology (ICT). They decided for their final Masters in Advanced Studies (MAS) exam to format half of the chosen contents for our postgraduate course as e-learning packages. This would reduce the time students have to spend at our college by half, and increase the attractiveness of the course. Furthermore, my deputy

principal negotiated attractive conditions with the clinics where the postgraduates would do their practical work. Nevertheless, my workload was increasing immensely (Timperly and Robinson, 2000).

I am so ambiguous: one day convinced that my team is performing extraordinarily well, as stated by Jones *et al.* (1986), and the next exhausted as my workload is huge. What do I want to prove to my team and myself? That I am this amazing transformational leader who believes she can single-handedly turn the ship around, as criticized by Gronn (2002), or that I holistically take care of my staff members' every need, even the spiritual ones, as argued by Beattie (2002), or trying to be Bass's (2000) servant leader, or – what is my aim as a change agent? Jones *et al.* (1996) claim that I have to enable my team to build the new organization – and this will not happen by exhausting myself. Why can I not take the leadership function (Pechtl, 1989) but keep switching to Bass's (1990) transactional leadership prescription of mediocrity? Because I do not want to be seen as vulnerable (Fullan 2001)! So what about becoming humble and being a leader with no capital 'L' (Kotter, 1988)? (Diary, 15 December 2007)

Although step three seemed the easiest of the four in this first action research cycle, it still proved challenging. Theoretically I had understood Pechtl's (1989) differentiation between functions and roles, but in practice I was uncertain of how to combine my two functions.

A psychology lecturer who left the college seven years ago telephoned on 30 January and asked if I would provide a reference, as he had become unemployed. I asked him if he wanted a post as project assistant with a limited contract for a year. Nick started 4 February 2008.

It is a relief for me to be able to delegate work to Nick, such as finding the necessary data for the project concept or getting feedback and proposals from my staff so that the postgraduate course can be developed. Nevertheless, time seems to run through my hands. I have not achieved any set aims in the project and I have not been able to process any school leadership tasks the way I like them to be done. If it carries on like this that I will have to give up. It is just too much!

(Diary, 26 February 2008)

Where practitioners can choose the time and place to carry out their 'reflection-after-action', 'reflection-in-action' depends on spontaneous experiments on a trial-and-error basis 'under the doorframe' (Schön, 1983; 1987). Therefore, I am expected to interrupt my routine by engaging in a dialogue with the situation and improvising new solutions. However, although there seems to be time to reflect and think, there still exists the pressure to produce. Nevertheless, I have to learn (according to Schön) that reflection is work too.

(Diary, 11 March 2008)

I am surprised at how much responsibility is taken by the lecturers, especially in preparing e-learning packages for our postgraduate course. In contrast to me, who am struggling with finding my leadership-role(s), my lecturers are treating the difficulty (according to Paton and McCalman, 2008, 3rd edn) as a hard/mechanistic problem. I can really be proud that a strong 'market-orientated' perspective is taken (Foskett, 2003), although I am not aware that we discussed this. When I asked Tim and Alois why they took the initiative to develop such an attractive product, they said: 'The freedom given by you is demanding.' I will have to reflect on this answer.

(Diary, 20 March 2008)

It proved/proves to be a difficult learning process for me, not so much in the way of delegating 'operational power' (Simkins, 2003, p. 216) as in letting go of personal quality standards and having to trust (Gronn, 2002; Troman, 2003; Spillane and Orlina, 2005; Doppler and Lauterburg, 2005, 11th edn).

(Diary, 29 March 2007)

Evaluation: Step 4 of the first action research cycle

The project-concept was submitted for approval on 7 April 2008 to the Education Department and the Swiss Red Cross. The proposal by Tim and Alois to use an internet platform (www.educanet2.ch) was welcomed, even though most lecturers declared that they would need an introductory course.

The change we had managed was intense but focused on the difficulty of establishing the postgraduate course. Johanna had provided relief for the lecturers working in the sub-groups so that the necessary documents and course contents could be developed. Nevertheless, we all knew that frame-breaking change was still awaiting us.

It is suggested that reflection supports personal and professional growth and development (Schön, 1983; 1987). The learning cycle constitutes an integral part of the action research methodology (Coghlan and Brannick 2007, 2nd edn, p. 35). Therefore the evaluation process presents results which have to be included in the diagnostic step of the next cycle, and also offers understanding concerning the roles of leadership and change agent as well the methodology of action research.

Insights gained as college leader and change agent

Alois and Tim developed modules that can be downloaded by students from www.educanet2.ch and will not require them to be in the classroom. We can profit of these new skills as an institution, but I could also support Alois and Tim to do their Master of Advanced Studies (MAS) in 'blended learning'.

The four departmental leaders and their teams have learned to work more closely together (e.g. to adjust the timetables of our current eight classes in a more effective and efficient manner (Kemmis, 2003)).

By adopting the additional role of a change agent in my own organization, thus engaging in an emergent process, I am confronted with insecurities, such as:

- feeling vulnerable, as my team is able to judge what represents a success and failure (Fullan, 2003a);
- having a heavy workload, as I have to fulfil the role of school leader as well as project/action research leader (Timperley and Robinson, 2000);
- my team is confronted by negative feelings, such as stress and tiredness, grievance and role identification, which have so far not been discussed openly (Fullan, 2001);
- Schön (1983, p. 42) claims that reflective practitioners (action researchers) have to build a bridge between 'the highlands of theory' and the 'lowlands of practice' and run backwards and forth to reflect encountered problems with theory and put theoretical solutions to the test of practice. Although I had studied a vast amount of leadership theory I had to 'keep running over the bridge' because I needed to apply/translate theory to my own context of practice. Furthermore, the support by the external coach to enter meta-reflection and understand that I had confused my functions and roles was important. Entering the 'hall of mirrors' (Schön, 1987, p. 220) supported personal growth and development (Eden and Huxham, 1996; McNiff, 1999).
- Self-reflection embodies the danger of mastery and mystery (Schön, 1983, p. 227). I employed the tool of 'difficulties and messes' to prepare the team day of 30 October 2007 but did not explain gained insights to my team members. I presented myself as a 'master' of understanding our context, but the 'mystery' as to what kind of change-process we would have to manage remained for my staff. (It caused the detour of having to return to the diagnostic step although we had already entered the step of planning.)
- By taking over the double role I was able to steer our change management (Kotter, 1988). However, it meant letting go of the dream of being a 'charismatic' and 'heroic' leader who can 'turn the ship around' (Bass, 1990; Hallinger, 2003, 2005; Storey, 2004) and to become a leader with a small 'i' (Kotter, 1988).

Insights gained by applying action research methodology

Action research presents a method intertwined with constant reflection, therefore allowing for corrections based on evaluation of a former step or even a former action research cycle. It supported me in discovering that the phase of 'diagnosing' was incomplete and that more data was needed to plan our strategy of change (Coghlan and Brannick, 2007, 2nd edn). By employing an action research approach we have developed the postgraduate course in addition to the normal workload of teaching 200 undergraduates.

However, as action research does not build on a hypothesis or prescribed research processes, but focuses on research *in* action, it has an emergent quality (Evans, 1997; Coghlan and Brannick, 2007, 2nd edn). Although I placed the relevant literature review at the beginning of the action research cycle it did not prevent me drawing on theory as part of 'my knowing-in-action' (Schön 1987, pp. 22-26). Therefore, action research seems to be a (natural) 'stop-and-go-process' as data and theory call for each other (Coghlan and Brannick, 2007, 2nd edn). Thus, action research is not a straightforward process, also being systematic by its cyclic procedure (McNiff, 1999; Cohen et al. 2000, 5th edn; Coghlan and Brannick, 2007, 2nd edn), but depends on change agents being willing to accept detours.

This might mirror Kemmis's (2003) claim that change agents discover their own distortions and incongruence. The role of surrogate has become important to me, meaning that I have to listen carefully to what people expect of me and decide if I can and want to fulfil these expectations (Peplau, 1988; Pechtl, 1989).

Chapter 4: Following the Vision

Second action research cycle

The time between the first and second cycle (April-August 2008) was used to put our postgraduate course in place, advertise it and finish our college year. Staff were taking their holidays and only after our official start on 11 August 2008 all team-members were at the College again.

Literature-review for the second action research cycle

The three-phase model 'Learning to change'

There are many models for *how to do* change. Although published over 60 years ago, the three-phase model of Kurt Lewin (1948 and reprinted 2008, p. 330) is still important. Clarke (1994, p. 81) has developed a model of Lewin's three phases of unfreezing-moving-refreezing, showing that an organization, although always in a fluid state, has to be willing to actively progress through the three different 'states of being' if change is going to take place (Figure 4.1).

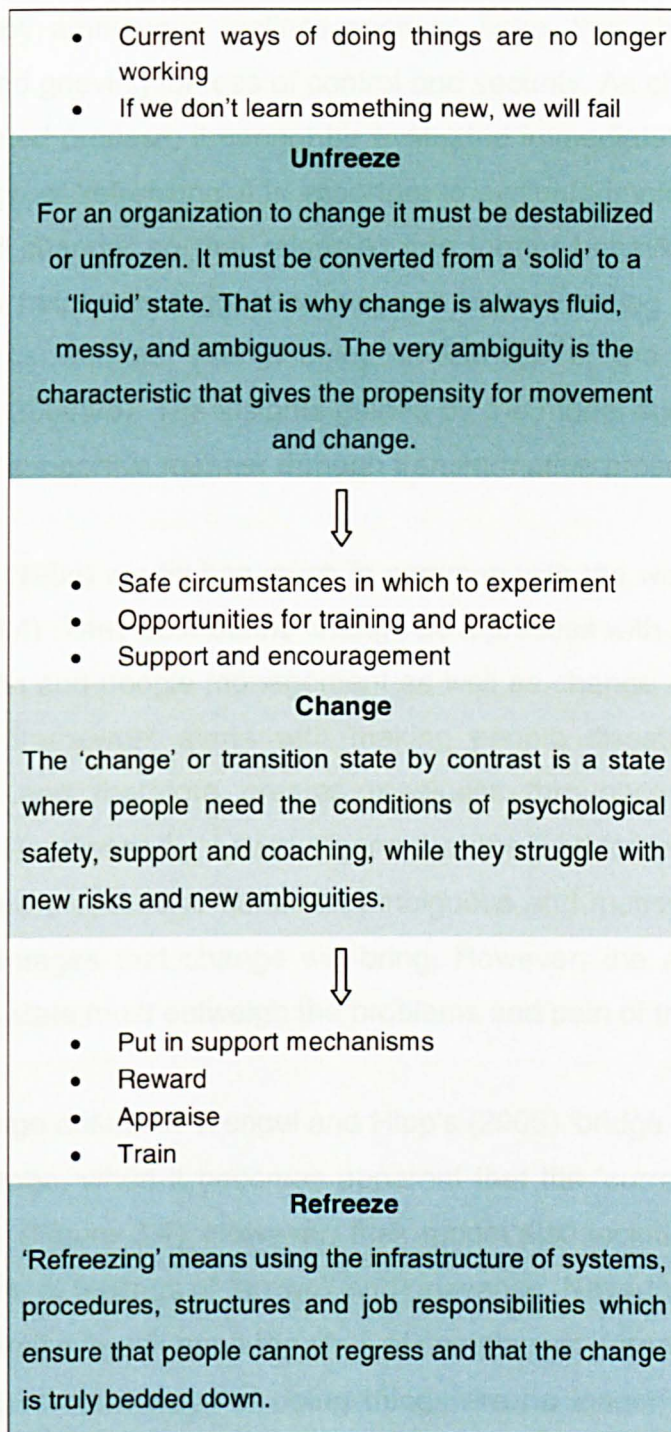


Figure 4.1: Learning to change

(Source: Clarke, 1994, p. 81)

During the first stage of 'unfreezing', leaders and change agents must communicate and explain the 'felt need for change' to everybody concerned (Burnes, 2004b, pp. 983-84). As mentioned above, they also have to be aware that resistance must be overcome so that openness and motivation for learning new behaviours is achieved. The second or transitional phase 'change' is

marked by ambiguous feelings such as hope 'that change will make things better' and grieving for loss of control and security. As change is a dynamic and multifaceted process, it cannot be evaluated immediately. However, during the third stage of 'refreezing' it is important to evaluate implementation and support achieved change, so that relapsing into former behaviours is prevented. The model is helpful in suggesting ways of understanding the different stages of change as well as strengthening awareness of the complexity of change (Burnes, 2004a/b). The insights gained by the model support change agents to lead in a supportive manner through transformation processes.

Clarke's (1994) model has much in common with the work of Wengel and Hipp (Figure 3.4). They both define change as a process with an emphasis on people orientation and people management as well as change as a designed process. Clarke's framework starts with making people dissatisfied with the current situation and therefore creates readiness throughout the organization for change. Readiness for Lewin means that the workforce and organization alike have to be prepared to suffer an ambiguous and messy period before gaining the advantages that change will bring. However, the advantages of the new changed state must outweigh the problems and pain of the current state.

The change design in Wengel and Hipp's (2005) 'bridge of innovation' begins at a later stage, when it becomes apparent that the 'current state does not exist anymore' (Figure 3.4). However, their model also includes emotional ambiguity in the form of feelings of farewell and grievance. Nevertheless, whereas Lewin's initial premise 'break open the shell of complacency' translated by Clarke (1994, p. 81) as 'current ways of doing things are no longer working' could incite a blame-culture, Wengel and Hipp maintain that the work up to the point of change has to be appreciated and valued.

Balogun and Hope Hailey (1999, p. 144) define Lewin's second step as 'implementation of the needed changes through the selected range of levers and mechanisms'. Nevertheless, Fullan (2003a, p. 6), suggests that levers, which once worked as change promoters, are overused without awareness that they have their limits. Although this could be interpreted as an application of systematic and mechanistic solution methodology, Clarke (1994) defines this

phase as an active and intensive process, wherein cherished performance attitudes have to be abandoned and new behaviour learned. Hipp and Wengel maintain that it is not the organization that can cross the 'bridge of innovation', but rather each individual has to fulfil this task despite his/her fear, insecurity and loss of orientation. However, with Lewin, they maintain that psychological support is paramount, as otherwise the risks of resistance, devaluation of the current state of practice and idealizing of the new state of practice will prevent this crossing and, therefore, change.

By using the bridge metaphor Wengel and Hipp (2005) also underline that it is a deliberate act of breaking with the past, rather than an instigated one as proposed by Lewin. However, the focus on learning to do things differently is not upheld. Motivators for crossing the bridge are 'vision', 'looking-forward' and 'curiosity', which seem more intrinsic personal factors than results obtained by training and re-education as suggested by Lewin (1948 and reprinted 2008).

However, Lewin's third phase, 'refreeze', which corresponds to 'the new state' of Wengel and Hipp's model, is severely criticized (Balogun and Hope Hailey, 1999; Senior and Fleming, 2006, 3rd edn). The term 'refreeze' implies that change is over and the institution can take up a static position again – until the next breakpoint that might threaten the existence of the organization. Nowadays, most organizations move from radical change to a period of continuous or incremental change before the next breakpoint is reached, as can be deduced from Strebel's model (Figure 3.1). Although Balogun and Hope Hailey (1999) agree that the expression is unfortunate, they maintain its importance. Their argument is that, if the step of 'refreezing' is not a fixed (even though separate) part, the behavioural and attitudinal process of change remains unconsolidated and 'un-institutionalized', thus supporting 'continuous backsliding of staff into old ways of behaving and a confusion over where the change process has got to' (p. 145). This is sustained by Wengel and Hipp, who maintain that leaders/consultants have to coach members to take each step consciously.

In conclusion, where Lewin suggests refreezing, Hipp and Wengel advise exploring the new landscape. They indicate no conscious consolidation stage. Hence, the perpetual transformation process incorporates the risk that change is not secure before the next 'crossing of the bridge' starts. A similar understanding is shared concerning the action research process. It defines change as a permanent transformation procedure (Jones *et al.*, 1996; Fullan, 2001; 2003a; Holbeche, 2005) by acting either reactively (to unplanned change) or proactively (to planned change).

Pre-step: Context and purpose

The submitted project concept was supported by the Swiss Red Cross and the Cantonal Education Department. The pilot postgraduate course in psychiatric nursing care started as planned on 18 August 2008. However, morale was low as we had only recruited six postgraduate students and feared for the survival of our college. Maggie and Mary had contacted every health and social institution as soon as we had received the positive answers end of April. Nursing managers pointed out that continuous education courses needed to be budgeted a year ahead, but that they hoped to send more students in 2009. With reference to the Omani picture process of 30 October 2007, we had arrived in the 'marshland' (Figure 3.5 and Annex 3).

To diagnose possible strategies for crossing the 'marshland', I organized a team day on Tuesday 26 August 2008. I decided to use the 'future workshop' method as this supports both changes needed for the future and anxieties and emotions associated with carrying them out.

Diagnosing: Step 1 of the second action research cycle

The future workshop: 26 August 2008

The future workshop on 26 August 2008 started with a critical review of our current state (Dauscher, 2006, 3rd edn; Table 2.5). Statements were accepted on a subjective level without discussion. All comments from all three phases of the future-workshop were noted on flipcharts.

However, most statements from the first stage concentrating on **critical issues** expressed the feeling of being abandoned by our stakeholders (who are the college committee, the Education Department, Health and Social Services, the Swiss Red Cross and the psychiatric nursing managers). Feelings of abandonment were described thus:

- Everything is in the fog; I feel that there are many changes going on, but all is in the fog.
- I am unhappy with our professional development. Our profession is changing, professional competence is cut; the understanding of our profession is not the same any more.
- I hate the Canton; it does not take any responsibility.
- The Canton would be happy if we would just go away.
- Psychiatric nursing managers have let us down.
- We are forsaken by the whole world.
- We have no new undergraduate classes this year; the college seems empty.
- We are a ship that is pushed out on the open sea; we have no buoy.
- Where is our former drive?
- There are not as many lessons in future as there were.
- We need more vision.

My staff feel abandoned! When we decided to stay independent and develop the postgraduate course we were the 'centre of attention'. The nursing managers supported us and even wrote a letter to the Education Department and to Health and Social Services, maintaining how important it was that our psychiatric knowledge and competence were not lost.

The Education Department insisted that a 'letter of intent' would be agreed between us and the Competence Centre, in which we had to promise also to lecture in the Competence Centre, as we are the specialists. We were envied by other colleges for having had the courage not to merge but to invest in our niche products. Representatives of the Education Department and the Swiss Red Cross came regularly to our college to clarify the legal and financial situation of our courses. Now that our 'exceptional' position has become 'normal', contact is reduced to the official 'reporting and control' visits.

However, it has become apparent that we will not be able to attract as many postgraduate students as we did for the former undergraduate course. For the pilot postgraduate course we managed to recruit six students.

I will not be able to employ all the staff in the future. Therefore, my lecturers and administrative team members fear for their posts. Furthermore, my team feel abandoned just when the 'real' problems start, namely of redimensioning our college after they have invested everything so that the vision could become reality.

(Diary, 27 – 30 August 2008)

During the second stage '**utopia**' of the future workshop, any solution to the problems perceived and described in the first phase was again noted without judging its rationality and/or feasibility. The following ideas were developed:

- We could offer a helpline as well as counselling
- We could establish ourselves as a centre of further education
- We could teach community nurses to nurse psychiatric patients at home
- We could become 'flying' teachers
- We could open a private business so that people/institutions could buy tailored further education services
- We could teach prostitutes who want to find a new job and thus help them to become socially integrated
- We could teach housewives over 40 who would like to work with elderly people or on geriatric-psychiatric wards

- We could teach family members of people with psychiatric illnesses to understand their relative(s) better and support them in coping with the illness
- We could teach police, shop assistants, teachers, kindergarten and nursery teachers and railway personnel to deal with aggression in their everyday work
- We could merge with a pharma-industry and do research work with them, or be pharmaceutical representatives

We specialize in dealing with aggression in a de-escalating manner. This is one of the most important skills taught to our students. In the last few years, many hospitals (especially accident and emergency wards) and also nursing homes have bought these modules for their staff. So the lecturers are used to being 'flying' teachers. Even more so, since evidence-based studies by Sauter, Abderhalden, Needham and Wolff (2006, 2nd edn) have indicated that young and untrained personnel suffer the most aggression incidents. If we could convince shopping centres to have their cashiers or security personnel trained, or if ...

With many of the team propositions, I cannot see how they would work, but then, these have to be accepted as visions – and who knows ...?

(Diary, 27-30 August 2008)

Given that the first stage of the future workshop (26 August 2008) reflected gloom and disillusionment, the second phase showed a rich spectrum of possibilities. The third stage focused on the consensus on which of these utopian ideas or projects should be followed up and realized. My team members decided on the **practical implementation** of the following options:

- Being 'flying' teachers
- Opening a private business to offer customer-tailored courses
- Teaching community nurses psychiatric care
- Lecturing at the Competence Centre

- Taking further education (Certificate of Advanced Studies and Master of Advanced Studies)

The difficulty (see Table 3.1) of developing a postgraduate course could be mastered. But having managed to develop this niche product does not prevent us from undertaking further change and even redimensioning our organization. We have hit Strebel's breakpoint of divergence (Figure 3.1) or perhaps even his second one of convergence simultaneously; as we have to offer new products in an efficient and cost effective way!

According to Clarke's model (1994; Figure, 4.1), based on Lewin (1948 reprinted in 2008) it became evident during the future workshop that we feel the urge and need to change. Now, as we are in the process of entering the 'fluid state' (Clarke, 1994), my task is to provide opportunities for new skills and competences to be learned. I am impressed by all the projects my staff want to explore so that our college can survive and establish its niche products. However, I doubt if the private business endeavour will work, as this seems unrealistic.

Granting 'safe circumstances' for training is surely easier in a small team of 20 people, as we all know each other well. Nevertheless, Clarke (1994) and Abrahamson (2004a; 2004b) claim that change is a painful transition. Ford and Ford (2009) suggest reframing the negative energy of resistance so that it can be used as positive force to cope with and manage change. However, my lecturers are experts at motivating people to change. They show students how to use *motivational interviewing* by Miller and Rollnick (2005, 2nd edn). This method is used to empower people with a substance abuse problem to 'remain clean'. So I am slightly afraid that the lecturers might interpret my support as a technique normally employed with patients. But, as Cathy said, 'My heart must be in it', and if so it is not a technique, but a helpful encouragement.

(Diary, 27-30 August 2008)

Planning action: Step 2 of the second action research cycle

At the end of our future workshop we planned the following actions:

- Alois, Emma and Peter would check whether they were able to found their own firm offering customer-tailored courses and counselling for the psychiatric nursing field.
- Emma would make contact with Berne's Community Nurse Association (Spitex), offering to teach well over 300 community nurses in the town of Berne so that psychiatric patients could be nursed at home.
- Sandy, Luke and Sven wanted to clarify with the Competence Centre whether they could take over the psychiatric and social modules and teach/lecture their students.
- Cathy claimed that she would consider a Master's of Advanced Studies (MAS) in Gerontology, so that we would be able to offer further postgraduate courses besides the psychiatric one.
- Emma wanted to start a Certificate of Advanced Studies (CAS) in Supporting Learning Strategies.
- Sue and John explained that their retirement was due in May 2009.
- I said that I was aware of ongoing conflicts and anxieties and wanted a personal talk with every team member as I feared that our college would gradually have to downsize. Therefore, my aim was to know what future plans everybody had, how I could support them, and what further decisions needed to be discussed and taken.

I had been asked by the Psychiatric Clinic to write a report on our college, which was founded by them in 1928 and was now 80 years old. It had come as a surprise to me, as I had only a rudimentary knowledge of the histories of the two colleges that were merged. I proposed that we organize an event to celebrate

the 80th year since the first diplomas in psychiatric care were handed out in 1929 in the Canton of Berne. This of course would have to be in 2009, and it would allow the simultaneous celebration of the tenth anniversary of our college.

The idea was taken up immediately. Eliane offered to organize this event, which we called the '80-year event'. Cathy added that we should choose the 'Schnapps-date' of 09.09.09 for it, which was accepted instantly. In addition, it would leave us over a year to organize the event.

Today was a success! We arrived at this 'marshland', depicted on 30 October 2007 in the Omani picture process (Figure 3.5 and Annex 3). It is not easy, but many are prepared to explore new possibilities, as recommended in Lewin's three-phase model (Figure 4.1) within the transitional phase.

However, I am so happy that I had this spontaneous idea of the 80-year celebration of psychiatric diplomas in the Berne Canton. Furthermore, I am convinced that it will allow me somehow (not yet sure how) to appreciate what the lecturers and the administrative staff have done so far, before further change occurs through having to downsize our college. Therefore, I would be corresponding to Wengel and Hipp's (2005) recommendation, namely to appreciate the work already done, before everything is changed and the past is either idealized or negatively criticized.

Additionally, I am also satisfied that Eliane offered to take charge of the feast. That allows me to concentrate on downsizing our college, while Eliane will be focusing on the more successful side of the college. However, this means we will have to manage our current action research cycle as well as the one for the special event on 09.09.09 simultaneously. Therefore two action research cycles will take place at once.

(Diary, 26 August 2008)

Personal interviews: February and March 2009

I had an unstructured personal talk with each team member during February and March 2009. I had planned to tape these, but my staff refused to have such a personal conversation recorded (Walker and Haslett, 2002; Williamson and Prosser, 2002) so instead I made notes, as follows:

- Sibylle is aware that she can finish her training as an administrator and will then have to apply for employment outside our college. However, she fears that it will be difficult to find a job and appreciates any support that can be given.
- Dario said that he is in a lucky position in that the college will always need a financial administrator and that he therefore has a secure job.
- Maggie wanted to know if I would be able to terminate her working contract as she had worked for the Canton for over 20 years and is due for retirement in January 2012. I assured her that she could definitely keep her job until retirement.
- Mary said that she would look for another job by 2010 and asked for my support. She was in tears, as her private situation is difficult. She mentioned that her ex-partner refuses to pay child maintenance and the court case will be lengthy.
- Claire is upset and explained that she would not be able to stand another period of unemployment, as it was such a humiliating experience. (Before working with us, she was unemployed for over a year.) She said that she has started to look for a new job; there seems nothing on the market.
- Eliane is convinced that she has to look for a new job too. Her post of deputy principal will not be needed if our college has to downsize. She could hardly ask me to look for a different job, as I am the school leader. However, she said that she appreciates being able to organize our event

for '80 years of diplomas in psychiatric care'. This would offer her a new perspective and something to concentrate on.

- Nick said that he enjoyed his work and was able to renew his contract. He maintained that he would cross the bridge when he came to it, in 2010 at the earliest. Until then, he would see how things developed.

With Tim, I have already had a talk on 3 November 2008. He came to my office to inform me that he had tongue and larynx cancer and would need an operation on 17 November. His fear of losing his voice and his ability to lecture proved to be unfounded. However, he still needs radio- and chemotherapy. He is hoping to restart in our college in June 2009.

- Sandy is relieved that she has been offered a fulltime job at the Competence Centre. As a single mother with a daughter entering professional education, she depends on a regular income. However, she feels guilty about leaving the college so suddenly (June 2009).
- Eliza is upset. She believed that we would be supported by the stakeholders, especially the psychiatric nursing managers. They did say that they needed students with the knowledge, competences and skills we were offering – but now we know this was an empty promise. However, she cannot imagine working anywhere else and wants to stay on.
- Cathy, too, is angry. She told me I had failed as a leader. She has been talking to other team members as well. If all these people were to leave the college, we would never be able to manage the workload. Furthermore, she suggested I try to retain Anton. She had lost faith that my vision would be realized. In addition, she was convinced that she was doing the most work while others often prepared their lectures at home and were only reachable via e-mail. She could see that this was a bad development. Students could no longer meet their lecturers in their office, but had to make contact via 'educanet' (e-mail). If this was my vision then she would much rather also look for a new job.

- Anton said that he had decided to move to the Competence Centre as well and was offered a job in July 2009, which he would be happy to take. He maintained that change is always an opportunity and he was curious about the culture at the Competence Centre.
- Luke declared that he was happy to have an insight into a different college after having finished his training and being able to start as a fulltime lecturer at the Competence Centre.
- Sven stated that he could not imagine working anywhere else than in our college. He is convinced that a miracle will happen and the psychiatric nurse managers will become aware that we are needed to train their staff.
- Peter suggested that if Eliane left he would be happy to take over the organization of the practical training of our students in addition to launching the private firm with Alois and Emma.
- Alois declared that he would prefer to work more independently and that teamwork was 'less his thing'. However, he would continue at the college until the business with Peter and Emma was well established.
- Emma was worried that she might have too much on her plate with the founding of the private firm with Peter and Alois, the training of the community nurses *and* doing a Certificate of Advanced Studies (CAS).

I had been so enthusiastic that my vision could be realized! Now a year later all seems a shambles. I have to downsize my team by at least half! Six students have started on the postgraduate course and one has already given up, which leaves five. If it continues like this, we can close the college after our '80-year event'.

Although having diagnosed that we are confronted with frame-breaking change (Annex 2) and have hit a divergent breakpoint (Figure 3.1), there seems to be a mixture of different types of change taking place. There exists not one reality,

but multiple realities beside each other. Just as argued by Plowman *et al.* (2007), the 'four types of change' concerning the convergent and radical scope and the continuous and episodic pace might overlap or share characteristics.

The first-year department that took over the graduate course has to manage without Tim, its leader. Cathy, as the second-year department leader, has to face change as Anton and Luke are leaving. According to Grundy (1993, p. 24), these transformations might cause 'temporal overloads' and in a metaphorical sense represent 'earthquakes', but they embody 'bumpy incremental change'. Furthermore, the frame-breaking redimensioning process provokes corporate change. However, it affects the different department leaders and their group in different ways, and not in a 'general manner', as proposed by Dunphy and Stace (1993). At present, it is the second year that has to prepare to face the most modular transformation, but this might change if Emma will really take on her three projects simultaneously.

I was not aware that Anton had already made contact with the Competence Centre and organized himself a job. This happened behind my back. However, I shall definitely support him. It could even have the advantage that other lecturers can move more easily to the Competence Centre. Nevertheless, it does hurt that such important decisions are made without my knowledge, and the team is better informed than I. Yet I can either be offended or value it positively that Anton has undertaken to plan his own future. Grundy (p. 24) claims that 'triggers of change conspire to initiate change', regardless of whether they are interpreted as needs, opportunities or threats.

Therefore the plan has to be:

1. To support everybody who wants to leave the college in leaving it.
2. All the decisions that were taken at the end of our future workshop (26 February 2008) need to be pushed and if possible realized.
3. The advertising of our postgraduate course has to be intensified.
4. The reserve of my financial budget has to be invested in the '80-year event'. The event can support our advertising and simultaneously our emotional working through the change process.

(Diary, 29 March 2008)

Taking action: Step 3 of the second action research cycle

Alois, Emma and Peter founded their own business offering customer-tailored courses and educational counselling (www.bildung-konkret.ch; accessed 24 May 2009).

Emma was also successful in joining Berne town's Association of Community Nurses. She was offered a job to train these nurses for the next three years in psychiatric care so that psychiatrically ill patients could be cared for in their own homes. Furthermore, she enrolled on the course in Supporting Learning Strategies, starting April 2009, to gain a Certificate in Advanced Studies (CAS) in 2010.

Cathy enrolled for the Master's of Advanced Studies (MAS) in Gerontology, starting September 2009.

Anton took the lecturing job with the Competence Centre and left our college at the end of July 2009.

Sandy, Luke and Sven made contact with the Competence Centre in order to lecture in the psychiatric and social modules. Their offer was accepted with the obligation that Sandy would move to the Competence Centre in June 2008, Sven in February 2009 and Luke in July 2010.

Sue and John organized their retirements, planned for May 2009.

Maggie got together with a professional advertiser to create an information brochure for our postgraduate course.

A little over a month ago, I was convinced that the whole change process was in shambles. Now the team are fully engaged in using our triggers of change for their own advantage and rebuilding their own organization (Jones *et al.*, 1996). This might even be what Alois and Tim meant by the statement: 'The freedom given by you is demanding' (first action research cycle, Diary, 20 March 2008). I have managed to become a 'conductor of a symphony

orchestra and take care that every member can play the tune she/he is empowered by (Wallace, 2004).

However, the simultaneous action research cycle of the '80-year event' is guaranteeing that the emotional process caused by change is focused on. Eliane is doing a great job so that this event can be realized!

(Diary, April-June 2009)

Evaluation: Step 4 of the second action research cycle

Insights gained as college leader and change agent

I was able to support some of my team members to imagine their individual futures or the 'new state' of Wengel and Hipp's 'bridge of innovation' (Figure 3.4). Sandy, Anton, Luke and Sven all claimed that negotiating a contract with the Competence Centre was a valuable experience. Furthermore, Emma, Peter and Alois said that they had learned important negotiating skills by founding their own firm of tailored courses to anybody interested (www.bildung-konkret.ch), such as defining prices and conditions. Maggie, too, claimed that developing the brochure with a professional advertiser had shown her how important it is to be clear about who needs to be targeted as a potential customer of our postgraduate course. According to Clarke's model (1994, Figure 4.1) I offered them 'safe circumstances to experiment'.

The four departments intensified their working together, especially in view of the fact that Tim, 1st-year department leader, needed to be replaced (Jordan, 2003). The lecturers founded a new conference called a 'vertical meeting', meaning that they could explain each year's modules to one another, so that they were informed about what students learned in each module and were able to lecture in different classes (Kemmis, 2003).

Our postgraduate course was approved by the Swiss Red Cross by 18 April 2009. This was a great success. However, the even greater success was that, on 18 August 2009, 16 students started our postgraduate course, which was almost three times as many as for the pilot course.

Insights gained by applying an action research methodology

Confronted with organizational transformation processes does not represent a unified experience, but varies in its pace and scope on departmental and even individual levels (Dunphy and Stace, 1993). Furthermore, there exists no guarantee that by employing the methodology of action research, change can be managed in a successful way.

By explaining the theories I used to understand and direct change to my staff, such as the 'bridge of innovation' (Figure 3.4) or Clarke's model (Figure 4.1), I was able to support a sense of empowerment (Hobfoll and Lilly, 1993).

Balagun and Hope Hailey (1999) recommend that consultants assess the readiness, capacity and capability of individual organizations before they engage in change. However, by employing an action research approach, complexity could be split into manageable chunks, thus leaving me as the leader and change agent, the decision how we were going to attend what kind of problem (Hartely, 2007).

How do you assess for yourself if you have the capabilities as a leader being simultaneously the change agent? Especially, as it is recommended to engage outside researchers/consultants for managing such transition periods (Paton and McCalman, 2008, 3rd edn; Cummings and Worley, 2009, 9th edn). Furthermore, how do you self-diagnose the ability to manage the double role of leader and change agent? The action research process represents a labour- and time-intensive approach as one is continuously engaged in reflection (Marshall, 1999; McNiff, 1999; Coghlan and Brannick, 2007, 2nd edn). Eureka moments do not occur at planned time intervals, neither do they come when needed. They seemed to materialize after having acknowledged my knowledge deficits. Yet, to have a coach who is willing to enter in a dialogue and meta-reflection processes proved helpful and necessary (Schön, 1983; 1987).

Practitioners themselves should frame the problems they want to attend to (Kemmis, 2003) in order to survive in the 'swamp' (Heifetz and Linsky, 2002). However, Schön (1987) cites examples where practitioners are unwilling to enter into productive dialogue with the situation, as they risk losing their expert status, becoming vulnerable and fearing failure. Although outside researchers may not ask the questions sought by practitioners, change agents might not either. Where external researchers might be inhibited by the approach chosen, the practitioner might be limited by his/her courage to acknowledge deficits of 'knowing-in-action' and deal with them in an honest manner (Schön, 1983). Hammersley, (2004, p. 165) claims that research and practice are 'two different (and irreconcilable) ways of living' has to be considered as a valuable criticism

of action research. It is reflection which builds the bridge between the 'highlands of theory' and the 'lowlands of practice' (Schön, 1983, p. 42); and it is time-intensive as well as emotionally demanding to 'run' between these two places.

Nevertheless, the framing of problems is defined by research practitioners, thus limited by idiosyncratic understanding, but also the levels of reflection processes (Schön, 1987) and the *ad hoc* methods used to support reflection (Kvale, 1996). However, the aim of action research is not to prescribe problem solving procedures, but to offer insight into how research practitioners developed their practices further. Nonetheless, Eden and Huxham (1996) maintain that these insights are simultaneously descriptive (as investigators describe the reasons why things can go wrong) and prescriptive (as one determines how one can best manage a situation). These statements are often only formulated implicitly, but they offer unique and valuable insights.

Although I often feel vulnerable, the action research methodology has enhanced my awareness of what kind of leader I want to be. Entering a self-reflective dialogue about leadership was an important process. I discovered that I can overcome my feelings of inadequacy by being an empowering leader and consultant, leading and coaching through difficult change situations (Miller and Rollnick, 2005, 2nd edn). However, it is paramount to be not solely in a self-reflective discourse but also in dialogue with an external coach, or action research risks becoming a 'self-therapeutic' procedure where the answers are 'all in you' (McNiff, 1999, p. XV) and have not been gained via critical enquiry.

However, the change is not managed solely by the leader and/or change agent but by empowered co-researchers/participants (Kemmis, 2003). Anton organized his future 'behind my back' (Diary, 29 March 2008). Tim and Alois used 'their freedom' to develop 'blended learning modules' for our postgraduate course (Diary, 20 March 2008). Therefore, using a method of action research asks leaders and/or change agents to be responsible for failures and share successes (Jones et al., 1996).

I have learnt to coach patients 'professionally' (Peplau, 1988). In my double role I have learnt that although I might feel vulnerable, I can steer through transformation. I can take responsibility, acknowledge success of my staff and confront issues (Kotter, 1996; 2001). Without adopting this double role I might not have progressed in the area of managing 'professional' relationships undergoing change (Fullan, 2001).

Chapter 5: 80 Years of Vision and Crisis

The third action research cycle

26 August 2008-9 September 2009

This chapter describes the third action research cycle (Coghlan and Brannick, 2007, 2nd edn) in the process of change in the psychiatric nurse education college. It took place parallel to the second ('Caught in Crisis'). However, this third action research cycle was named '80 Years of Vision and Crisis' as it focused on the history of psychiatric nursing care. The decision to celebrate that the psychiatric nursing diploma had been studied in Münsingen since 1929 was taken during the future workshop, on 26 August 2008, which was also the start of the second cycle and had the same time span. We had agreed that the event should take place on the 'Schnapps-date' of 09.09.09. The evaluation of this cycle, focusing on the theatrical play, took place on 25 September 2009.

Literature-review for the third action research cycle

Trait theories

The paradigm of trait theory dates back to Galton's (1869) *Hereditary Genius*, defining leadership as an 'unique property of extraordinary individuals whose decisions are capable of sometimes radically changing the streams of history' (Zaccaro, 2007, p. 6). It can be deduced from Galton's theory that leaders not only fulfil a defined function (Kotter, 2001, p. 86), but possess distinct trait qualities that mark them out as *born* leaders.

Kirkpatrick and Locke (1991) executed a meta-analysis of existing leadership studies and proposed the following six traits:

1. drive (achievement, ambition);
2. leadership motivation;
3. honesty and integrity;
4. self-confidence;
5. cognitive ability such as marshalling and interpreting information; and
6. knowledge of the business.

A more recent survey of 4,456 teachers from elementary and secondary schools in Ontario by Leithwood, Jantzi and Steinbach (2003) suggests that successful school leaders

- observe values such as commitment to the school, being fair and humane;
- possess personal characteristics such as openness, honesty and outspokenness, and are pleasant but commanding;
- have interpersonal and communication skills, are good listeners and easy to work with, and have an understanding of others.

Although trait theory has a long and chequered history, it does not explain situational variance in leadership behaviour (Zaccaro, 2007). However, it remains important and in recent times new trait theories have been developed.

Dreyfuss and Dreyfuss (1986), studying 'thoughtless mastery of the everyday', claim that intuition explains expert performance. Intuition coupled with the application of cognitive skills of logical analysis and reasoning constitutes 'emotional intelligence' suggested by Goleman (2000, 13th edn), which can be understood as another trait theory. Based on a competence model established by examination of 188 mostly global companies, Goleman claims that the following personal attributes drive outstanding performance:

- self-awareness;
- self-regulation;
- motivation;
- empathy; and
- social skills.

Côté and Miners (2006) support the emotional intelligence approach, although their findings are mixed. They argue that this concept is especially important for supervisory roles on a lower intelligence echelon, where normally only the decisions of the leader(s) would be executed. Woodruffe (2000) suggests that nothing 'new' has been added to leadership understanding. However, considering the feelings of the workforce and valuing them in a positive manner

might enhance leaders' awareness. Paton and McCalman (2008, 3rd edn) claim that communication skills and emotional sensitivity are prerequisites for leaders.

One problem with trait theories is that different writers offer different lists of traits. Consequently, in his review of trait-based perspectives on leadership, Zaccaro (2007) argues that these are not sufficient to explain leadership and leader effectiveness. The dissatisfaction with trait theories of leadership brought forth what is now generally termed 'contingency' or 'situational' leadership, described above. However the behaviour resulting from trait theory is believed to mirror either transactional or transformational leadership.

Transactional and transformational behaviours

The two-dimensional model, known as 'production-centred' and 'employee-centred' guidance, represents even nowadays an important basis to understand leadership. This is also maintained by Bass (1990), who evaluated international surveys of effective leadership behaviour. He claims that supervisors engage in transactions with their employees, informing what is required of them and what compensation they will gain by fulfilling the contract. Bass defines transactional leadership behaviour as based on the following four characteristics (p. 22):

- *Contingent Reward*: contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments;
- *Management by Exception (active)*: watches and searches for deviation from rules and standards, takes corrective action;
- *Management by Exception (passive)*: intervenes only if standards are not met;
- *Laissez-Faire*: Abdicates responsibilities, avoids making decisions.

In contrast, transformational leadership behaviour is expected to broaden and elevate the interests of followers, generate awareness and acceptance of the organizational purposes and mission, and motivate employees to look beyond their own self interest for the good of the group or organization (Bass, 1990). It is also defined by four attributes (p. 22):

- *Charisma*: provides vision and sense of mission, instils pride, gains respect and trust;
- *Inspiration*: communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways;
- *Intellectual stimulation*: promotes intelligence, rationality, and careful problem solving; and
- *Individualized Consideration*: gives personal attention, treats each employee individually, coaches, advises.

Bass (p. 20) criticizes transactional behaviour as a 'prescription for mediocrity' and maintains that transformational leadership is based either on charismatic leadership traits and/or on meeting employees' emotional and intellectual needs. Therefore, transformational leadership seems to encompass a parallel to Goleman's (2000, 13th edn) concept of emotional intelligence.

However, Bass insists that transformational behaviour calls for charisma to fulfil these attributes. Charismatic leaders inspire the individual follower 'to accomplish great things with extra effort' and stimulate them intellectually to find new ways of problem solving (p. 21). In contrast to Fiedler (1971; 1972), Bass (1990) argues that personality and leadership behaviour are less fixed entities. It is not that the situation has to be changed to fit the style, but charismatic behaviour can be learned in order to include followers and inspire them to 'accomplish great things with extra effort' (*op. cit*). Nevertheless, Fullan (2001, p. 1) criticizes charismatic leadership as offering uncommitted solutions and relationships, which only 'provide episodic improvement followed by frustrated or despondent dependency'.

Furthermore, Werder and Holtzhausen (2009, p. 405) describe transactional and transformational behaviour not as separate but as a continuum. They use the term 'authoritative leadership-style' for transactional behaviour, as rewards are given for meeting expectations and negative consequences incurred for poor performance. Thus, Bryant (2003) argues that, owing to this impersonal and controlling leader–follower relationship, workers are not motivated to change or generate new problem solving ideas, but do merely what is expected of them. The transactional leadership style is therefore deemed most effective

in stable environments. Transformational leadership builds on relationships of mutual stimulation and elevation, inspiring people to generate and adopt change.

However, if these two styles are understood to be on a continuum, they are not mutually exclusive or dichotomous, but depend on the organizational situation (Werder and Holtzhausen, 2009). Bass (1999; 2000) himself acknowledged that leaders can choose a weighting towards one or the other behaviour and vary it by directive or participative expression. Yet, Hallinger (2003; 2005) and Storey (2004) argue that transformational behaviour in the educational field has given rise to expectations of heroic leadership or super-heads as saviours who can turn failing schools and organisations around. The 'Superhuman leaders' are criticized by Fullan (2001, p. 1; pp. 115-6) as doing a 'disservice' as complex change-processes depend on both committed leaders and followers. Now, however, there is a trend for team leadership.

Team leadership is often said to be the necessary and optimal choice for leading change processes, particularly those of a large-scale transformational kind (Kline and Saunders, 1997, 2nd edn; Paton and McCalman, 2008, 3rd edn; Cummings and Worley, 2009, 9th edn; Senior and Swales, 2010, 4th edn). Jones *et al.* (1996) claim that the focus needs to shift from individual to team effectiveness and from individual to team development. An important metaphor for describing leadership of change within team leadership is being the *conductor of a symphony orchestra* (Drucker, 1988). However, Cameron (2002) maintains that this metaphor is actually a modern expression of the transactional and transformational leadership style. He is convinced that it represents a dictatorial kind of leadership, as the 'self-confident conductor' (p. 94) needs to be 'obeyed, followed, consulted, attended to, deferred to and conformed to' (p. 96). In addition, he supposes that conductors often lack empathy and fail to imagine how people might feel, as they focus only on the fact that the 'show must go on' (p. 99). Therefore, he argues that this 'false' collegial organization represents an 'inverse pyramid' (p. 103), from which the risk of implosion can be deduced.

However, this negative view is challenged by Wallace (2004), who used an interpretative case study approach based on interviews and documentary evidence of examples of mandate-introduced change by local education authorities in England (LEAs). His findings show that leaders are orchestrating complex change by motivating members to take their leading 'tunes at terms', while simultaneously living out with self-confidence their (hierarchical) role. Wallace claims that three aspects have to be considered by conductors, namely the stages of the change process as defined by Lewin (1948 reprinted in 2008), the characteristics of complexity (Table 3.1), and change management themes such as flexible planning, culture building and communication as well as differentiated support 'to play at the right time, the right tune' (p. 75). Furthermore, he suggests that conductors have to make (eye-)contact with every member of the orchestra to give them the signal to play their part. By means of the flat hierarchy, the members and the leader are in constant contact and share success with the whole orchestra.

By applying team leadership it is argued that not just the organization changes but also its members. The aim of this kind of leadership is similar to the tasks of the action researcher, namely to enhance learning new skills by feeling empowered, thus supporting personal growth in all those affected by the change (Kemmis, 2003).

Pre-step: Context and purpose

In 1929 the first diplomas in psychiatric nursing care were completed in Münsingen. In 1999 the Psychiatric College of Berne and the Psychiatric College of Münsingen were merged and our present Psychiatric Nurse Education College was founded on 1 August 1999.

On 26 August 2008, we were confronted with downsizing as we had been able to recruit only six postgraduate students. Nevertheless, the team decided to celebrate these 80 years of handing out psychiatric nursing diplomas as the '80-year event'. The aim of this cycle was not only to prepare for the 80-year event but to adapt emotionally as a team to the frame-breaking change facing us.

Diagnosing: Step 1 of the third action research cycle

5th Team day: 19 November 2008

Coffee after the lunch-break is always taken in our staffroom. We use the time to relax together as a team. During these coffee-breaks, Eliane was careful to note any ideas that came up on how the 80-year event could be celebrated. She presented these ideas on a flipchart at the team day on 19 November 2008:

- Having a party and inviting all students who have received their diploma since 1999
- Having a party just for the team
- Going for two days to Europa Park in Paris
- Organizing the funeral of our organization
- Developing a history brochure
- Working through our archive and getting to know the history behind these 80 years of diploma registration ourselves

These ideas were discussed and it was decided to:

- organize the funeral of our organization; and to
- develop a published history of our college

The organization's funeral was to be an official act to which representatives of the Education Department, Health and Social Services, the Swiss Red Cross, the nursing managers and our college committee members should be invited.

It cannot be true. How am I going to explain that I will use my financial reserves to 'bury' my own organization? I agree with Eliane and the team that we do not have to organize a 'happy party' for our stakeholders. Even less so, as it was expressed at the future workshop (26 August 2008) that staff members feel abandoned and not supported by the stakeholders. But not a funeral!

What shall I do? This collaborative decision making is getting out of hand. I will be a ridiculed leader. Furthermore, our stakeholders will probably close us down before the event can even take place. My God, we are psychiatrically ill ourselves.

So I have to say something, quick. Right, as leader and action researcher in my own organization I accept collaborative decision making; but I decide how these decisions are realized (Pechtl, 1989; Peplau, 1988, Hartely, 2007).
(Diary, 19 November 2008)

I informed Eliane and the team that I would not support such an event, especially, as we had got the postgraduate course accepted by the Education Department and the Swiss Red Cross. Our most important skill is empowering students to help patients cope with major life crises, life changes and chronic psychiatric illnesses. I would certainly support a project that focused on critical thoughts. I had been impressed on 26 August 2008 by their willingness to experiment with new ways of coping with the change. So, if they expected me to invest any of our resources in the 80-year event, it would have to mirror these 80 years.

Eliane is very upset. She said that I give her responsibility and then snatch it away again. I was able to explain my situation to her, namely that I am not a researcher who can just observe and then describe what happens. I am the leader and the researcher in my own organization. I always have to switch between these two functions. I also told her I was happy that she is prepared to take charge of the 80-year event.

She told me that I was always manipulating. So she knows now that I am happy for her to organize this event – but not – *just* – a funeral.

(Diary, 19 November 2008)

Eliane defined my behaviour as manipulative. But is that not what leadership is about? You manipulate or you motivate or support the drive of your followers to fulfil a certain task, to behave in a certain manner (Leithwood *et al.*, 2003) or you manipulate/motivate with your charisma to reach the same aims (Zaccaro, 2007). Emotional intelligence, where leaders react to the feelings rather than the expressed words of their followers, represents for me the same targets (Goleman, 2000, 13th edn).

Furthermore, she argued that the team members feel that it is because of me that they have to go through such a difficult change period. It might have been more sensible to join the Competence Centre instead of hoping to save our college and now being confronted with a redimensioning process.

In having the double function of principal and action researcher in my own organization, I am torn between two oppositional poles. Dunphy and Stace (1993) recommend a charismatic-to-dictatorial leadership style during modular and corporate change-processes. Meyer (1993), Jordan (2003), Coghlan and Brannick (2007, 2nd edn) claim that change agents have to adopt a collaborative-democratic leadership style. However, team leadership approaches based on member participation during change are also recommended by Gronn (2002), who argues for distributed leadership styles, and Jones *et al.* (1996) and Doppler and Lauterburg (2005, 11th edn), who advise a transformational stance. So it seems that it is not the leadership style

that decides whether change will be successful or not, but the aim I want to reach with my style. Being the change agent, my aim is to support an empowering and democratic approach to our transformation process (Kemmis, 2003), rather than being a leader with a 'capital L' (Kotter, 1988). Nevertheless, Beattie's (2002) claim that I should be responsible for the spiritual dimension of my team is going too far for me. So I am thankful that Eliane has taken responsibility for the 80-year event. This allows me to take a surrogate role (Peplau, 1988), even if it is the scapegoat one. In addition it gives me the space to pressure learning processes, rather than having to be the counsellor, who understands 'that change hurts' (Clarke, 1994, Abrahamson, 2000, 2004a/b). And as usual I have the perfect idea, plan or decision afterwards and not 'under the doorframe' (Schön, 1983; 1987) when I speak to Eliane. (Diary, 20-25 November 2008)

Planning action: Step 2 of the third action research cycle

6th Team day 19 March 2009

Eliane founded an organizational committee with John, Christy, Eliza, Sven, Peter, Luke, Nick and Sibylle for the '80-year event'. They met regularly and presented at our next team day (19 March 2009), as follows:

- a review of the history from 1929 to 2009 to show why the diplomas and thus registered and official care were important in the psychiatric nursing sector;
- a funeral for our undergraduate course. The wreath would be given to the director of the new Competence Centre. This would emphasize that psychiatric elements need to be included in the new undergraduate course, as our training in this sector is now at postgraduate level;
- a play with five to ten scenes including present students;
- brass-band music should be played by the Psychiatric Clinic of Münsingen between the scenes;
- the guests should be our stakeholders;
- I should write the history brochure; and

- I should invite the Minister for Health and Social Services to open the ceremony, as in 1929 the diplomas were handed out by this department.

The team applauded this version. I still felt a little insecure about the funeral scene, but as it was now concentrating on our undergraduate course, which we had to discontinue, I felt that I was able to take the risk. Furthermore, I had always claimed that our change process should prevent losing 'our psychiatric nurse education knowledge'.

However, it was felt that the play should be professionally guided. Nick had a colleague who specialized in role-play as his approach to therapy. We agreed that Nick should invite this colleague to meet us, so that a decision could be taken about his employment as master of ceremonies.

I asked John if he would postpone his retirement until after the event and help me to go through our archive. Having been lecturing for over 30 years in Münsingen, there was little he did not know. He was happy to accept.

Luke and Sibylle were nominated to create the invitation to the 80-year event.

I am not too sure about this 80-year event, but Eliza and her team seem to have it all well prepared. It would be great if Nick's friend would fit well in our team and they would be able to work with each other. It would finally mean that the team members also have a coach to work through the emotional issues of our frame-breaking change. Furthermore, we are currently downsizing. Anton and Sandy are in the process of moving to the Competence Centre. Christy was able to start at the Education Department as they were looking for a project secretary. Christy is extremely thankful for this solution and still works one day per week at our college as librarian. I will have to support Mary in getting a new job. I will definitely not be able to protect her job with the declining number of students.

(Diary, 19-25 March 2009)

Taking action: Step 3 of the third action research cycle

Nick's psychologist friend, Ben, worked well with the team and five students from our present classes who wanted to take part in the role-play. Furthermore, Eliane had been successful in engaging the brass band from the Psychiatric Clinic to play between scenes.

I was able to get Dr Philippe Perrenoud, Minister for Health and Social Services, to open the ceremony on 09.09.09.

The plan was for the role-play to start at the 1929 college-site, which is now a restaurant in Münsingen. From this restaurant the guests then move to our present site. The promenade, and thus 'time-travel', was interrupted by different scenes, as follows:

First scene at the restaurant and former college:

- Opening of the ceremony by the Minister for Health and Social Services, Dr Philippe Perrenoud;
- The play explains how 'patients' were considered and treated before there was any official training in psychiatric nursing care.

Second scene between the restaurant and the Psychiatric Clinic of Münsingen

(The Community of Münsingen will stop any traffic for this scene for 15 minutes):

- It is explained why and how it became important to train psychiatric personnel;
- It is shown that psychiatric staff themselves asked to be trained, as they felt ethically vulnerable.

Third scene takes place at the 'Solarsail'.

(This solar-powered sail was financed by the Health and Social Services Department in 1999 as a monument for the new and merged Psychiatric Nurse Education College. It heats the water in our college and the bathroom water in the Psychiatric Clinic of Münsingen.)

- Funny misunderstandings between psychiatric nurse students and (chief) doctors are recounted.

Fourth scene takes place at the main entrance of the Psychiatric Clinic, Münsingen

- It shows psychiatrists from between 1935 and 1950 saying why they thought psychiatric personnel should be trained: there existed different views among them about how much nurses should know.

Fifth scene takes place between the main entrance of the Psychiatric Clinic, Münsingen and the present Psychiatric Nurse Education College

- There are five boards giving information on nursing training between 1968 and 2005 in the Canton of Berne;
- Every board will also explain specifically how psychiatric nursing training was understood and positioned.

Sixth scene takes place in the garden of the present Psychiatric Nurse-education College

- The wreath representing our undergraduate course is given to the director of the Competence Centre. However, the flowers are cut off beforehand, and the wreath becomes a lifebelt.

Seventh scene in the tent (where also the apéro was held) to celebrate the acknowledgement of the postgraduate course (This time not the brass band but heralds will be awaiting the guests)

- We are aware that a part of us has died, namely the undergraduate course;
- We celebrate change and our new postgraduate course, which opens up new perspectives.

Eliane and Ben are doing a really good job!

Nevertheless, the history brochure is endless. I don't know what I would do without John. He seems to know everything. Our history or better our histories are fascinating; the protocols and reports, the student notes and qualifications from the very start in 1929 – I can hardly read them as they are in old writing, but John seems to have no problem with them.

Anyway, it is also great to become aware of how therapies have changed over the years. I have read the police-story *Matto regiert* by Friedrich Glauser (1936), who was a patient in Münsingen. But to reread the original text and walk through the actual buildings he describes: those sinister cellars, underground bathrooms and electro-shock therapy rooms – it gives me the creeps.

It is fascinating to talk to former nurses who qualified in the 1950s, comparing their concerns with the ones formulated by my current students. There are worlds between them, but, listening a second time, there are still the same themes, namely, how can I help/support/empower Mrs or Mr X?

(Diary, April-September 2009)

Evaluation: Step 4 of the third action research cycle

The celebration was a success! There were not as many guests as we invited, but it was an extremely hot day. Older psychiatric nurses, in particular those facing a long journey, phoned to say they could not make it. Of course our Schnapps-date had not helped either, as many organizations and firms were putting on special events.

The role-play was filmed by our new trainee-lecturer, Maja.

I must say this role-play is impressive! My team members have realized that they have power too, and they can really say, 'We did it ourselves!' (Jones *et al.*, 1996, p. 80). And John and I were able to finish the history brochure in time. (Diary, 15 September 2009)

25 September: Eliane organized with Ben an evaluation meeting for all the actors who had a role in the play, including the brass band music. We met at 4pm this Friday afternoon.

During the session I wrote down the comments made by team members involved in the 80-year event.

Eliane thanked everybody for working hard so that the event would be such a success and we watched Maya's film together.

Eliane maintained that she would appreciate it if everybody could comment briefly on what this role-play meant to her/him.

Christy thought this role-play was the best thing we had done for a long time. It gave her the opportunity to discover that psychiatric nursing care had always been shaken by vision and crises; in fact, our role-play represented the story of 80 years of moving between visions and crises! She had also become aware of how psychiatrists, who were the only stakeholders in psychiatric care during the period from 1935 to 1950, influenced the image and competences of this profession. She felt empowered to fight for her profession and students and

motivated to invest her best so that the postgraduates would offer high-quality care to patients.

Eliza thanked us for giving her the opportunity to take part in the role-play. She was also glad that Eliane and Ben had been careful to match all the requisites, and she regretted handing back her beautiful dress. Nevertheless, she wanted to echo Christy by saying that history seems to repeat itself in cycles. This had become obvious to her right from the first scene, when Rainer Maria Rilke's (1899) poem *Ringe* was recited, and also in the funeral scene when the wreath became a lifebelt. This had really supported her understanding that change can mean both opportunity and crisis.

Sven argued that the speech by the cantonal Minister for Health and Social Services was really good. In addition, he had learned that our Federal Constitution states that the strength of our country depends upon the manner in which the weakest are cared for. He wondered how many of our stakeholders knew this part of our Constitution. It was important to enact the funeral scene. The change we are still undergoing is really definitive. Life will never be the same again. A part of our organization has died; even so, the phoenix of the postgraduate course has risen from the ashes. Especially as, this August, 16 students have started on it.

Barbara, one of the third-year students who took part in the role-play, argued that she had to say impulsively, while holding the wreath, that every day a part of her was dying. It was tough knowing that it will be never the same, that her daughter will never be able to do the undergraduate course she is presently doing, and that so many people will be leaving the college.

Luke argued that for him it was a fantastic learning experience. He had not thought he would be able to create such an appealing invitation-card for the 80-year event. Furthermore, the role-play encouraged him to use this method in his lectures, too, as it allows authenticable learning. Of course he was sorry for our college, but and for him change had come to symbolize development. He had enjoyed many different learning opportunities through the change and now he was looking forward to his own change from trainee lecturer to lecturer and the

move to the Competence Centre, and then perhaps doing a Certificate of Advanced Studies like Emma.

Nick said that he was impressed by my leadership; by my standing-back and trusting Eliza, Ben and the 80-year event committee. I had offered them space to develop something fantastic. In addition, he thought it was good that I did not insist on having a speech at the beginning or end of the role-play. He said he had never before experienced a leader who was able to 'give all the flowers' to the performers without making the point that the show could take place only thanks to me. However, the play had allowed him to close a chapter with the college and now he was looking forward to the next.

Peter enjoyed playing a powerful psychiatrist and therefore representing a stakeholder. He felt tempted to argue just for the sake of arguing. He would have liked to say much more but the script they developed together did not allow for this. However, he had a sense of sticking to a role even when secretly convinced that other arguments were more convincing. Therefore, he would claim that we are not supported by our stakeholders, because they cannot change their role even if secretly convinced that our undergraduate course should be kept on in addition to our postgraduate one. He agreed with Nick that it was good to be given the freedom to develop their own historical role-play.

Having enjoyed many hours working in the archive with John, I was proud of our history pamphlet. John showed me how the layout of the diplomas and the questions in the entry exams and the selection and promotion papers had changed. But the most interesting thing was reading the final exam papers of hundreds of students. The story changes, but the message stays the same: the success of psychiatric care providers in empowering a patient to change his/her life or work through a crisis depends on the relationship.

The 'eureka' moment I had at the 80-year event was that leadership and action research depend on relationships. That people, team members, leaders and action researchers, are motivated and driven to go the extra mile if the relationships make it worthwhile. By this I do not mean that these professional relationships depend exclusively on positive feelings. I for my part have felt

questioned, vulnerable, weak, accused, misused and exploited (besides all the positive emotions that were also present, such as feeling respected, empowered, valued and able to make a difference). However, I always felt that I could manage the issues, even if it would have meant handing in my notice. Secondly, I always succeeded in attaching some meaning to the situations I encountered, so that I could see what I was managing and learning in a defined situation. Thirdly, I could explain to myself the reasons why a certain situation occurred (Fullan, 2001, 2003a; Hobfoll and Lilly 1993)

John and I were asked by the Psychiatric Clinic to help write a book about 'Illness and Art'. I stated that we would be thrilled to help with this project by digging further through our archive.

Yes, I think this is the most important lesson I learned through the action research approach was that leadership and action research depend on relationships (Fullan 2001; 2003a). However, only when I am aware of the aim I want to fulfil in my (relationship-)function, can I take adequate roles (Peplau, 1988; Pechtl, 1989). Furthermore, a leader and change agent has to provide the necessary boundaries and resources to empower followers (Cummings and Worley, 2009, 9th edn). The metaphor of the conductor of an orchestra applies most to my leadership understanding, meaning I give the players the room needed to show what they can do, thus strengthening their self-awareness and competences (Wallace, 2004). They need to know what I expect of them, so that they can train, exercise and learn what is needed to cope with the change. (Diary, 26 September 2009)

I am pleased with how we are managing to work through Lewin's transition phase (Clarke, 1994; Figure, 4.1), where people need psychological safety, support and coaching, which was offered by Ben and Eliane. Our college and thus all the people working for it in the last 80 years have coped with visions and crises and therefore with change. Nevertheless, the consolidation phase of the actual change has still to be realized (Lewin 1948 reprinted in 2008; Clarke, 1994). This needs to be my next aim.

(Diary, October 2009)

This action research cycle, which was not led by me, has been important for all of us in order to cope with frame-breaking change (Nadler and Tushman, 1989).

Insights gained as college leader and change agent

Although change during all research cycles felt frame-breaking, the diagnostic analysis showed that some such as developing the postgraduate course corresponded to 'momentary overload' (Grundy, 1993). Although Fullan (2001) claims that you cannot slow down the pace of change, it was helpful to know that it was temporarily limited. Furthermore, by planning each step on a timescale it meant that our change progress was regularly assessed and decided if we could move on to the next step or if the time spans between each step needed to be adjusted (Coghlan and Brannick, 2007, 2nd edn).

Insight gained by applying an action research methodology

The role-play enhanced the discovery that freedom within a framework can be used to empower oneself as well as other people concerned (Hobfoll and Lilly, 1993).

Action research is claimed to be a democratic and collaborative approach: a methodology which incorporates the political goal of empowerment and social justice (McNiff, 1999; Cohen *et al.* 2000, 5th edn, Kemmis, 2003, Coghlan and Brannick, 2007, 2nd edn). However, Pettigrew (2003) reports that he had to ignore collaboration and democratic values in order to make political decisions, even acting deceptively to have decisions accepted. This mirrors Hammersley's idea (2004) that practice and research are two different ways of living. However, action research indicates the intention to combine practice as much as possible with research and vice-versa. Similar truisms have to be sought for the claim of 'collaboration' and 'being political' as investigators are trying to be as transparent as possible, while negotiating the best solution for their co-researchers; however, it remains a contradiction in terms. Furthermore, as action research involves intensive (and dependent) relationships it calls for stronger ethics than traditional research approaches; simultaneously it is argued

that ethics depend on the change agent as only situational consent can be sought (Walker and Haslett, 2002).

Although, my investigation was always on the table in our recreation room, I discussed the ethical issues with all concerned, before engaging in any action research study. I feel that I could have maintained more trusting relationships if I had discussed these issues openly at the beginning of this investigation (Pettigrew, 2003).

Furthermore, it might have helped to focus on change resistance in a more effective way from the start (Ford and Ford, 2009). According to Fullan (2001) it is not people who are difficult to manage for leaders, but relationships with these people.

Chapter 6: The Vision is Bearing Fruit

March – October 2010

This chapter describes the fourth and last action research cycle (Coghlan and Brannick, 2007, 2nd edn) in the process of change at the psychiatric nurse education college. This cycle took place between March and October 2010.

Pre-step: Context and purpose

In August 2008 we started our postgraduate course with six students. On 09.09.09 the evaluation of the third cycle showed that the outcome of the change was perceived as gloomy and not offering a worthwhile perspective. However, after six months I could motivate the team members to work through another cycle as we had been able to recruit 16 students for our second postgraduate course. Furthermore, it seemed that we had overcome our mourning process of 'letting our secondary educational level college go' and were able to focus on the positive things the change-process had provoked (Zeller-Forster, 2001).

Furthermore, since we had started to offer customer-tailored 'flying' teacher services our workload had increased immensely. Emma was almost exclusively teaching on the new course that had opened for 'specialists for care' at secondary education level, besides training the community nurses of Berne to care for psychiatrically ill patients at home. This was a special success, as the Community Nurse Association was given funding for this project and consequently intensified the training required to offer this service in more areas than originally planned.

Diagnosing: Step 1 of the fourth action research cycle

6th Team day 19 March 2010

On 19 March 2010 I had organized a team day to organize our workload and establish priorities for our customer-tailored 'flying' teacher services.

We summarized all the demands that we had received on a flipchart:

- Community Nurse Association of Berne; 60 hours every six months to train their community nurses to care for psychiatric patients at home;
- the 'care specialist' course; 25 hours per week. However, as the OdA (in English, 'professional organizations') planned to recruit more than six times the actual student rate, this offer would increase to 100 or more hours per week from Autumn 2010;
- the Psychiatric Clinic of Münsingen; 10 days/80 hours in the period from May to June 2010 to train their newly recruited personnel;
- three sites of the Competence Centre (Langenthal and two sites in Berne town) to teach the psychiatric modules, which totalled 450 hours April-June 2010;
- a demand by the Competence Centre to support them in developing an education course for health care specialists who wanted to work in a psychiatric unit after their training. The start was planned for autumn 2011, when the first students would have gained their certificates;
- diverse psychiatric clinics and hospitals offering fulltime jobs to our lecturers as nursing care specialists;
- 20 postgraduate students for the third course starting in August 2010;
- 10 students had asked to change their undergraduate course in order to do the fourth year at our college and specialise in psychiatric care, as long as this was still possible.

Christy was telling me that she was right: I should not have downsized our college so dramatically. Now she was wondering what I was going to do. However, the aim has been reached, namely that our organization has adapted to its environment by being proactive (Nadler and Tushman, 1989).

Nevertheless, we have hit another breakpoint, namely convergence as we have to organize our work more effectively and efficiently (Figures, 3.1). According to Strebel (1996) only the fittest can survive this breakpoint of change; and I know we are fit enough.

(Diary, 19 March, 2010)

Planning action: Step 2 of the fourth action research cycle

We agreed the following priorities:

- Community Nurse Association of Berne: this was a priority as Emma's course would be evaluated by the University of Applied Sciences in June 2011. They became interested in this project and wanted to evaluate 'How can new skills be learned most effectively by a heterogeneous group of practitioners?'
- The 'care-specialist' course: our contract ran out in August 2010. Afterwards, we can decide how many hours we want to take over for the new courses, starting in September 2010. As these new professions attract many students there will always be a demand for our lecturers. However, it should not be considered as a priority but as an option to balance the workload we can cover.
- The request from the Psychiatric Clinic of Münsingen to train their newly recruited personnel in psychiatric care: this has to be a main concern for two reasons. Firstly, to maintain our good relationship with the Clinic; and, secondly, to prove that we are the specialists in this area. Furthermore, we can increase our skills in our own niche product and attract other clinics and hospitals to book customer-tailored services.
- Three sites of the Competence Centre (Langenthal and two sites in Berne) to lecture the psychiatric modules: this represents a demand by the Education Department and is part of the contract between the Competence Centre and our college.
- The demand by the Competence Centre to support them in developing a further education course for health care specialists: this provides a chance to extend our range of products further. However, as the start of the course is planned for autumn 2011, the start of the project was postponed to August 2010, when our contract with the 'Organisation der Arbeit' (OdA; in English, professional organizations) on secondary

educational level runs out. This is advantageous as we will have more capacity concentrating on a new challenge.

- Diverse psychiatric clinics and hospitals offering fulltime jobs to our lecturers as nursing care specialists: this represents the decision of individual lecturers, although it will cause further organizational change for our college.
- The postgraduate course has the highest priority, since it shows that our product is successful as every year more students are attracted.
- The ten students who have asked to change their undergraduate course in order to do the fourth year at our College should be allowed to pass the selection process. We can use this fact to show that there still exists a demand for an undergraduate course in psychiatric nursing care. In addition, we show that our students come first.

Taking action: Step 3 of the fourth action research cycle

We took the following actions:

- Christy postponed her MAS in Gerontology for another year and increased her employment from 60% to 65%;
- Sven did not move to the Competence Centre but kept his job with our college;
- Alois increased his employment from 60% to 75%;
- John postponed retirement again and stayed on at 20% as long as we needed him;
- during times of increased workload (e.g. final exams), we offered Sandy, Luke and Anton or Johanna work as freelance lecturers. They know the procedures and can support us in an optimal manner.

I am really pleased with our newly built organization (Jones *et al.*, 1996). We are more flexible and more customer-orientated than ever before.

I never imagined that Christy would be prepared to increase her hours. And John too supports us still, though he would now be entitled to enjoy his retirement fulltime.

(Diary, April-May 2010)

Evaluation: Step 4 of the fourth action research cycle

Insights gained as college leader and change agent

Individual team members have learnt new behaviours and attitudes to cope with change and we all have managed to develop a new perspective concerning our individual futures (Wengel and Hipp, 2005).

The departments do not exist anymore, but we have learned to become one team. We plan the timetables for our six undergraduate classes and the two postgraduate courses together. This allows for simultaneous planning of the 'flying' teacher lectures. Work is distributed according to the workload, role and resources of the team members. Sandy, Anton and Luke have supported us well during exam times or when somebody became ill (Clarke, 1994).

In addition, we have learned through our change processes to become flexible and efficient (Strebel, 1992). We were also asked by the University of Applied Sciences of the cantons of Wallis and Solothurn to take over some public health modules. We value these opportunities as proof that our organization has gained recognition even in other cantons.

The action research approach is a supportive tool in times of change. It allows us to talk through the pros and cons of demands and supports us in collaborative decision making and developing our resources further. I can say that we are a successful organization again.

(Diary, 1-3 June 2010)

Insight gained by applying an action research methodology

As a practitioner I did not always follow the call that 'theory and practice' need each other (Eden and Huxham, 1996); sometimes there seemed more pressing things to do than doing a literature review in order to reflect or evaluate; sometimes I even had the impression to know enough to handle a certain problem. Furthermore, as claimed by Fullan (2001; 2003a/b) change and resistance are intrinsically intertwined. Clarke (1994, p. XII, pp. 36-60) argues that 'change has to start with you as a leader'. Thus, I was confronted with my own learning-resistance(s) (Ford and Ford, 2009). Already in the first cycle I became aware of difficulties concerning my double role, and some mistrust so that a number of staff refused to take part in interviews or did not want them recorded. However, it was only during the action research process that I was prepared to reflect the ethical issues of taking on the double role. Although being aware that I should have discussed my reflections and convictions concerning these ethical problems before engaging in an action research investigation, I resisted this learning-process (Walker and Haslett, 2002; Williamson and Prosser, 2002). Retrospectively, I regret my resistance as it influenced relationships with my staff in a negative manner; even bearing the risk of having to break off the investigation altogether. Thus, I have to agree with Kemmis (2003) that not addressing shortcuts/distortions/circumventions endangers the project. Therefore, I am convinced that action research succeeds or fails by engaging in a simultaneous self-reflection learning cycle (Evans, 1997; McNiff, 1999; Marshall, 1999; Coghlan and Brannick, 2007, 2nd edn).

Chapter 7: Critical Reflections on the Application of the Action Research Process

Overview

As a small organization, we worked through four action research cycles to manage change, which included some of what Paton and McCalman (2008, 3rd edn) termed 'hard/mechanistic' problems, but which overall represented (in Tushman *et al.*'s (1988) terms) 'frame-breaking change'. The findings of this study were generated over a three-year period. The first cycle (August 2007-August 2008) involved the joint decision by the college's 20 staff not to merge with the other six nursing colleges of the Berne Canton, but to stay independent. In order to guarantee our college's survival we planned, and had accepted by the relevant authorities, a postgraduate course for psychiatric nursing care, which would eventually take the place of the current undergraduate courses. As discussed in Chapter 3, by treating the planning of this course as a 'difficulty' within a wider 'messy' situation, we were able to achieve a successful outcome.

The process of gradual reduction of the college's undergraduate courses meant that we had to downsize, especially as we managed to recruit only six students for the first postgraduate course. This strategic transformation is described in the account of the second action research cycle (Chapter 4), which took place from August 2008 to September 2009. Six of the 20 college staff decided to leave. Given this situation, we came to the mutual conclusion that, in addition to the postgraduate course, we should offer customer-tailored teaching and lecturing as 'flying' teachers/lecturers (see Chapter 4).

The process of making the necessary changes, plus concerns about the downsizing and the low number of students on the new course, caused great emotional stress. Therefore, the planning and celebration of the college's 80th year anniversary, as described in the third action research cycle, was used to help individuals to cope with their concerns and to enable them, as a team, to go through the grieving process of 'letting our organization go' and building a

new one better adapted to the changed situation and the changing organizational environment (see Chapter 5).

The fourth and final cycle concentrated on the decisions taken to operate as a new organization (March-October 2010). The postgraduate course took off when, in 2010, 22 students were recruited. Furthermore, the customer-tailored services as 'flying' teachers/lecturers became so successful that we had to ask one lecturer to stay on. Nevertheless, as a result of the downsizing we had to 'collapse' four departments into just one organizational team of 14 people, better able to respond to its environmental demands (see Chapter 6).

In order to reflect on, and learn from, this three-year process of managing change, the five characteristics that Coghlan and Brannick (2007, 2nd edn) suggested were necessary for action research to take place are used here:

1. being research in action rather than research about action;
2. supporting a collaborative democratic partnership;
3. enhancing self-help competencies in organizational members;
4. solving real organizational problems; and
5. bringing about change in organizations.

Evaluations and reflections

Research in action rather than research about action

Research in action, rather than research about action, focuses on the process more than on results. According to Coghlan and Brannick (2007, 2nd edn, pp. 124–32), research in action involves the conscious and deliberate process of action research; that is, the planned cyclical nature of action research in studying social and organizational issues (Figure 2.1).

An important feature of action research is that it takes place in *real time* and can therefore be applied to *real organizational situations*. Data for this investigation was continuously generated by observing the four steps of diagnosing, planning, taking and evaluating action over the whole three-year period and in

all four cycles (Chapters 3-6). By employing an action research and a learning cycle concurrently, the generated evidence was interpreted according to Kvale's (1996) *ad hoc* method and displayed in text boxes in Chapters 3-6. Furthermore, these reflective outcomes were compared to check how far they contradicted or confirmed the theoretical frameworks described in the literature reviews. However, as the action research method is based on real time, the story and its interpretations are emerging, and hence it becomes necessary to add new content to the literature review. This was a truism for this study, as originally the review focused on the phenomenon of 'change' but had to be enlarged with theoretical frameworks concerning 'diagnosing change', 'models of change' and 'leadership of change' so that the sense making of this action research was sustained. Consequently, using the action research methodology provided a mechanism for having to tell two stories: the narrative, and the insights gained from the reflective learning cycle in conjunction with emergent literature.

Furthermore, in being immersed in these two developing stories over a lengthy period, the action researcher has to be careful not to confuse the two narratives, nor to 'drown' in the vast amount of generated data. It is only at the end, when the researcher recounts the stories that the notes made of meetings, events, fleeting thoughts, articles and books, formal and informal conversations etc. started to make sense. This challenge was further accentuated by having two cycles running simultaneously and hence keeping four different story sequences apart (Chapters 4 and 5). However, Coghlan and Brannick (2007, 2nd edn) recommend that data be reduced; thus it is the researcher who decides what focus will be used, what is told and what is omitted. As proposed by Hammersley (2004), action research offers the possibility for practitioners to learn from each other's practice, but generalizability is reduced, as the narrative is context-specific and subjective.

Action research by its cyclic and dynamic nature supported our flexibility in coping with different forms of change, such as the hard/mechanistic approach (Paton and McCalman 2008, 3rd edn) of establishing our postgraduate course, and also the frame-breaking element of changing our organization (Tushman *et al.*, 1988). However, this action research was not intertwined solely with an

emerging story of change, emerging literature and emerging reflection processes, but also with emerging relationships with my team members. For that reason, the action research method could not be employed slavishly, but had to be adapted to the context encountered. Although I had planned to follow up with regular semi-structured interviews with my staff, this had to be abandoned as conflicts and mistrust arose that I might use the information for my own agenda as principal rather than as a change agent supporting personal growth (Chapters 3–6).

Furthermore, there exist no clear indicators of when one phase of the action research cycle has been completed and when the next one can be started. I became aware that I felt insecure and vulnerable in my functions as college leader, change agent and project leader. My focus was on 'rushing through' the first cycle as quickly as possible and not on the aim of 'real change'. Nevertheless, as pointed out by Fullan (2003) and Ford and Ford (2009), 'resistance' can be interpreted as helpful feedback. As stated above, staff resisting semi-structured interviews led to an awareness that I had to be clear about when I was taking on the leadership function and when I was taking on the change agent function. By continuous reflection, I decided to return to the first step of our action research process and finish the diagnostic phase, which meant that an additional team day had to be organized on 7 December 2007. Nevertheless, I found it challenging to adjust to the correct pace for every cyclical step for our organization.

Lessons learned

- Action research occurs in real time and thus both the factual and the reflective story have to be analysed and told.
- The action research method not only supports managing change as a conscious and deliberately planned process, but integrates the very characteristics of change itself, namely its dynamic and emerging nature.
- The action research approach to managing change, through its definitions and processes, is credible as it is possible to apply it to a real-life situation. It should not, however, be applied 'slavishly'. It should be adapted to suit the situation, the speed at which change must happen, and those who participate in the process and will undergo the change.
- As action research focuses on real-life situations in real time, the method is an emergent one; consequently, data generation, analysis and literature review (and thus the factual and reflective stories told) are emergent and need continuous adaptation.
- The method requires the change agent to have the emotional strength not to be submerged by having to lead real-life organizational changes while simultaneously being in a self-reflective discussion with these situations and willing to change personal beliefs and assumptions, in order to enhance development and personal growth.
- Resistance to change has to be interpreted by the change agent as helpful feedback pointing towards weaknesses in the change procedure which need further resources or different management.
- Although I was able to depict the change we managed and the reality we were able to change, this study cannot be used as a prescription for how to manage either the difficulties/messes described by the Open University (1985, in Senior and Swailes, 2010, 4th edn, p. 59) or frame-breaking change in general. It is context-specific; idiosyncratic in the way

that the resolutions were taken to fit a small organization of 20 people within the Swiss psychiatric nursing education sector. However, according to Eden and Huxham (1996) it provides descriptive and prescriptive knowledge of real change situations that could not be gained any other way.

Action research is a collaborative democratic partnership

My intention was to adopt a democratic, participatory approach (Jones *et al.*, 1996). However, I fell into the trap of pseudo-democracy (Meyer, 1993; Zygouris-Coe *et al.*, 2001; Jordan, 2003) during the Omani picture process in my first cycle (Chapter 3). Instead of being part of the diagnostic procedure, I observed it like an external examiner, making notes and taking pictures.

In the semi-structured interviews during the first cycle (Chapter 3), I asked Emma, Maggie and Cathy how I could support them in coping with the change. Emma expected me to provide the resources to manage the change; Maggie felt that the administrators were neglected and Cathy criticized me for not managing change as a team process (Diary, 7 November 2007). My immediate reactions were to adopt an authoritative/transactional leadership style and provide solutions to these problems: by employing the freelance lecturer Johanna to help cope with the workload and by asking Cathy to take on the project leadership. However, this led to responsibility confusion and team conflict (Pechtl, 1989).

Furthermore, my role conflicts were emphasized by being both leader and change agent. I was anxious not to be seen as a 'weak' leader, and reacted to being called a 'softy' by Alois (18 December 2007; Chapter 3) and criticized by Maggie for the lack of a clear hierarchy (21 December 2007). My desire to avoid conflict and gain short-term emotional satisfaction (as discussed with my coach, 8 January 2008) probably led to an inappropriate choice of leadership actions.

Even so, for corporate transformation processes, Dunphy and Stace (1993) recommend a 'directive' and even 'coercive' management style. However, I

questioned how I could do this within the requirements of a 'collaborative and democratic' approach, which is typical of action research. I became aware that I had to fulfil my leadership functions and that meant that I could not always adopt a collaborative and participatory approach. This was evident when I disagreed with the original focus of the role-play (Pechtl, 1989; Dunphy and Stace, 1993) in the third cycle. In accepting the tasks I had as college leader and change agent in the action research process, I needed to negotiate, rather than negate, the power relationships between me and my staff and choose when one form of decision making would be adopted over another (Fiedler, 1971; Hartely, 2007).

By using a contingency approach (Fiedler, 1971; 1972) to leadership and to my actions as change agent, I felt I could support a collaborative change process. This was shown in the third cycle as I could share the responsibility with Eliane and Ben of working through the 'grieving' process described above. In addition, Ben's support as an external coach in coping with the emotional stress caused by the change allowed me to approach my leadership function more assertively. I was able to offer necessary resources for the 80-year anniversary and communicate the conditions that had to be observed for this event (Diary, 19 November 2008).

Adopting an action research approach to change depends upon the quality of personal relationships, especially as personal values have to be changed frequently (Fullan, 2001; Fullan, 2003a; Jordan, 2003). As conflict began and trust between team members and myself waned, members of staff refused to take part in the semi-structured interviews. Only during the third action research cycle was a real spirit of co-inquiry re-established. It improved after I had made time for personal conversations with every individual about their perspectives and hopes for their future (second action research cycle).

Although the research proved time-consuming, as my team had to be kept continuously informed and team days attended, it improved the participatory climate. Greiner's (1972) perceived weakness in collaborative leadership, namely 'psychological saturation' (Clarke, 1994, p. 12), was also noticeable. However, it supported us to become 'one team' managing the workload

together, as shown by the foundation of the new conference 'vertical meeting' (Chapter 4).

Lessons learned

- Action research represents a valuable tool for reflecting leadership and becoming aware of personal leadership weaknesses and strengths.
- The action research approach has built into it the use of a democratic/participative stance. However, the fact that internal change agents have other organizational roles and sometimes have to act in those capacities conflicts with the action research role. Fulfilling the double role in a constructive manner is a real learning process.
- Action research is time-consuming and relationship-intensive: conflicts have to be resolved, power negotiated, and trusting relationships built and rebuilt constantly (Fullan 2001; 2003a; Troman, 2003).
- In addition, as some of the contingency theories of leadership say (Fiedler, 1971; Dunphy and Stace, 1993), it is necessary to take account of one's followers' characteristics in choosing which leadership style to adopt. Furthermore, as relationships evolve, the action research process is constantly influenced by these dynamic processes and has a certain kind of unpredictability (Coghlan and Brannick, 2007, 2nd edn, p. 13).

Action research is concerned to develop self-help competencies in organizational members

It is difficult to judge how far action research supported the development of 'self-help' competencies and how far they reflected strategies for coping with the change/crisis suffered (Abrahamson, 2000).

The transformation process forced us to impose a flatter hierarchy, a more flexible and collaborative working style and an innovative approach to change (Jones *et al.*, 1996). Furthermore, Emma, Alois and Peter founded their own company; Emma took over teaching psychiatric care to the community nurses of Berne; Sandy, Anton and Luke moved to the Competence Centre (Chapter 7). As an organization we extended our range, including customer-tailored courses (see Chapter 4). As Nadler and Tushman (1989) recommended, we became ambidextrous or even tri-dextrous (Burnes, 2004b) as we learned to manage different forms of change concurrently. However, the development of these skills, resulting in new products for our college, depended less on a clear agenda on my part than on the self-motivation and willingness of my lecturers to develop an attractive future state (Clarke, 1994; Wengel and Hipp, 2005).

By being a researcher in my own organization, I was immersed in a constant reflection process and became aware that I have learned to confront disputes in a more forceful way; that I can moderate difficult team events; and that I am not under pressure to establish a harmonious culture (Chapters 3-6). However, I cannot account for the manner in which I gained these competences: by reflecting on my leadership style and behaviour with the external coach, for example concerning my understanding of functions and roles (Chapter 3); or how far this insight was enhanced by being willing to 'enter the hall of mirrors' (Schön, 1987), and how far the development of these competences was supported by using the action research tool.

Furthermore, adopting an action research stance meant no positive outcome could be guaranteed; we had to go through the *natural* processes attributed to change/crises, such as 'grieving', 'letting-go', and 'having one's castle stormed' (Clarke, 1994; Zeller-Forster 2001; Fullan, 2001/2003a; Wengel and Hipp,

2005; Doppler and Lauterburg, 2005, 11th edn). As described in Chapter 5, we took almost a year to accept that we had hit a breakpoint (Strebel, 1992).

Yet how far self-help competencies are supported in organizational members depends less on the instrument of action research than on whether this aim is on the change agent's agenda. As shown particularly in the first cycle, I found it difficult to enhance the learning of new skills and competences by my administrative staff.

Nevertheless, in the action research model, leaders and change agents are explicitly requested to use the tool supporting self-help competences in organizational members. This is also the reason why, at the evaluation stage in each of the four cycles, it states what we could learn on the individual, team and organizational level. Yet Wengel and Hipp (2005) ask leaders to value the performance that has been achieved up to the point of change and Kotter (1996) recommends leaders to reward staff for their efforts to change. It is therefore questionable whether the development of self-help competences was enhanced by the action research tool, or more by the observation of the recommendations made by Wengel and Hipp or Kotter, or by all three.

Lessons learned

- The aim of supporting the development of self-help competences in organizational members must be clearly stated on the researcher's agenda, as otherwise the learning of new coping strategies depends on the intrinsic motivation of individual staff members.
- 'Change starts with challenging your attitudes, assumptions and leadership style' (Clarke, 1994). Therefore, change agents have to be willing to change first.
- Nevertheless, as change agents are entering a change process themselves while supporting (organizational) development and personal

growth in others, they need their meta-reflection to be accompanied by an external coach.

- Change agents have to value past performance before entering a change process (Wengel and Hipp, 2005). However, successful change can neither be adhered to a special action such as valuing the past nor offering a special reward such as supporting a Certificate or a Master in Advanced Studies (Kotter, 1996; Wengel and Hipp, 2005).

Action research is applied to solve real organizational problems

Badger (2000) suggests that action research is a problem-focused, context-specific and future-orientated tool. As shown in the four action research cycles, we were able to concentrate on our problems and work in a solution-orientated manner. The diagnostic stage enabled us to define what kind of change we had to manage. Careful planning, before engaging in action, increased our understanding of the necessary changes and their probable consequences. Taking decisions and actions together decreased feelings of helplessness (Hobfoll and Lilly; 1993; Goleman, 2000, 13th edn). In addition, the evaluation confronted us with the consequences and future problems of our transformation, and also allowed us to make sense of the necessary change processes (Chapters 3-6). In addition, it sustained solution finding, adapted to our specific organizational context, aims and resources.

However, the use of problem solving cycles, as represented in the action research process, is not an exclusive instrument for solving organizational problems. It can be used as a pedagogic instrument to enhance learning (Clarke, 1994; Dewey 2005), as a psychological tool to support personal growth (Kolb, 1984; Kemmis, 2003) and as a reflective method, as suggested by Schön (1983; 1987). Therefore, the use of a problem solving approach with distinct steps proved helpful to our understanding of why this change process was necessary and what it meant. It thus enhanced our capacity to cope with the change and its emotional stress in a positive and constructive way (Hobfoll and Lilly, 1993; see also Chapters 4-6).

The problem solving approach proved beneficial because we were confronted with emergent change resulting from the consequences assessed during the evaluation phases. Convinced that the postgraduate course would guarantee the survival of our college (Strebel, 1992), we realized that further adaptations were needed. Despite the solution of offering 'flying' teachers/lecturers, as stated in Chapter 4, our organizational structure, role identification and culture needed to be changed still further (Chapters 4-6). This insight caused severe emotional stress among the staff; therefore it was advantageous to be able to put our energies into the complimentary action research cycle of organizing the successful 80th anniversary celebrations (Chapter 5). This event also succeeded in valuing past performance, as suggested by Wengel and Hipp (2005). Besides providing a short-term victory (Kotter, 1996), it supported Ford and Ford's (2009, p. 102) fifth recommendation of 'completing the past' in order to be open to new realities. A fourth cycle was then needed to accept our new state and our 'new college' (see Chapter 6).

The process of being in a constant reflection dialogue with the problems we were dealing with (Schön, 1983; 1987), and being persistently 'immersed' and 'on-line' with the problems encountered (Coghlan and Brannick, 2007, 2nd edn, p. 7; p. 16), amplified a kind of 'psychological saturation', not only with other team members (Clarke, 1994, p. 12; Greiner, 1972) but also with the tool of action research itself. As reported above, the evaluation stage should support one in 'standing back' so that one can assess what has been achieved and what problems (or, in Coghlan and Brannick's terms, 'opportunities') need further attention. This proved to be a difficult process, because I was continually occupied with problem solving, further complicated by having more than one action research cycle in progress, as was the case with the second and third cycles (Chapters 4 and 5). Therefore, being regularly supported by an external coach in engaging in meta-reflection helped me become aware of the whole picture, which to some extent mitigated the concentration on micro-management (Schön, 1983; 1987).

As a team, we engaged in joint decision making and joint action; consequently, we were able to find a positive solution for our college that was also accepted by the Education Department and the Swiss Red Cross (Chapter 6).

Nevertheless, in this context, Jordan's (2003) criticism needs to be acknowledged. He claims that action research is often misused for increasing organizational productivity or, according to Badger (2003), for social engineering processes. Although I wanted to enhance (organizational) development and personal growth, I succeeded only in the third cycle in renouncing my personal ambition: namely to be a successful (transformational) principal and change agent (Chapter 5).

By using this problem solving approach I could structure our process in each cycle in four steps. Consequently, the change was broken down into manageable and controllable chunks. Furthermore, it gave us the ability to deal with the emerging consequences of our actions, thus allowing continuous adaptation to new realities and their incorporation into the next cycle.

Although action research proved successful in managing our transformation, it was an intensive and time-consuming process. However, Mintzberg and Quinn (1991, 2nd edn), claim that planned strategic change is mostly realized in an opportunistic, piecemeal manner, depending on interactions and relationships with different internal and external organizational groups. In contrast to Mintzberg and Quinn's statement, I found that the action research tool sustained managing change from the very beginning in a controlled and systematic manner, allowing new and shifting realities to be taken into consideration (Johnson *et al.* 2008, 8th edn).

The effective use of action research depends on leaders and co-researchers being prepared to become learners and having the courage to talk about their successes and failures with organizational members. Furthermore, Kline and Saunders (1997, 2nd edn) claim that such a position enhances the commitment of team members to change and to the organization itself. During the second cycle this commitment became obvious as members decided whether or not to stay at the college (Chapter 4).

Lessons learned

- Action research is a tool that provides structured and systematic problem solving for context-specific and emerging problems and/or opportunities, thus allowing for an analysis of organizational resources as well as for the pace and scope of the necessary change (Coghlan and Brannick, 2007, 2nd edn).
- The collaborative problem solving tool helps people to understand why the change process has to take place. Furthermore, joint decisions and actions help to sustain commitment to this change, enhance empowerment of co-researchers, and prevent the misuse of this approach for social engineering, as warned against by Jordan (2003).
- Time, space and resources must be offered to 'complete the past' in order to be open to new realities (Ford and Ford, 2009)
- Although action research with its cyclical and subdivided phases sustains problem solving in manageable steps, it is intrinsically intertwined with a simultaneous reflection process. Change agents and organizational members alike must be prepared to become learners (Schön 1983/1987; Coghlan and Brannick, 2007, 2nd edn).
- Change agents and co-researchers have to be aware that learning processes are lengthy and marked by both failures and successes. It is important to reflect collaboratively and openly on these trial-and-error approaches to organizational development and personal growth (Kline and Saunders, 1997).
- Internal change agents have to be aware that their 'internal' knowledge of, and power over, co-researchers can lead to conflict. It is therefore important to decide which parts of the change are led by co-researchers and which by the internal change agent (Storey, 2004).

- As change agents themselves, co-researchers leading parts of the change process also need to be supported by external coaches to be able to stand back in order to see the whole picture (Schön, 1983/1987).

Action research is concerned ‘with bringing about change in organizations’

By employing the action research method we brought about change in our college. We deliberately entered this change process as a whole organization (Chapter 3), to adapt to our environment. The adaptation was enhanced by the cyclical process, as we had to assess the triggers of change, and by evaluating, as we monitored closely to see whether our plans and actions were supporting adjustment. Continuous environmental monitoring is also suggested by Strebel (1992), as he claims that only by this procedure can the necessary nature of change be discovered.

However, we had to become aware that change is a dynamic and emergent process, which once in progress cannot be deliberately paused or stopped (Plowman *et al.*, 2007). What started with the hard/mechanistic difficulty of developing a postgraduate course ended with a frame-breaking, redimensioning process for our organization (Chapters 3-6).

By employing an action research perspective, not just our organizational strategy, structure and culture changed, but we changed as people. Being in the ‘hall of mirrors’ (Schön, 1987) and reflecting at the end of every cycle on what we had learned at an individual, team and organizational level made me attentive to the new self-help competencies and skills developed by my team. On an individual level, lecturers learned to become ‘flying teachers’ offering customer-tailored courses. The four departmental sub-teams were fused into one, increasing flexibility and collaborative working. As an organization we moved to a flatter hierarchy, although this was at first perceived as a challenging transformation as it caused responsibility confusion (see Maggie’s statement of 21 December 2007). These newly learned competences changed our organization so that we had to downsize less than feared (Chapter 6).

Foremost, however, the action research process changed me as a leader, as I was in the role of change agent continuously occupied with our emergent transformation process. I felt that change was my priority. Furthermore, because my staff members were co-researchers I was in regular contact with them. However, these intense relationships were not conflict-free and forced me to take on several different roles, while at the same time maintaining a clear leadership function (Pechtl, 1989). I had to accept that my 'leadership' was a transparent phenomenon, which was judged, evaluated, assessed and criticized in an open manner (Fullan, 2001, 2003a; Heifetz and Linsky, 2002). However, using such a 'people-orientated' method increased my readiness to provide resources for our role-play (Jones *et al.*, 1996; Paton and McCalman, 2008, 3rd edn). I was aware that 'crossing the bridge of innovation' (Figure 3.4) needed time, as it includes grieving before the new state can be accepted (Zeller-Forster, 2001; Wengel and Hipp, 2005). Our third cycle (Chapter 5), the planning and acting of the role-play, helped us work through the stresses and conflicts that were particularly present at that time. Furthermore, according to Ford and Ford (2009, p. 102), we were encouraged to 'complete the past', and develop flexibility and openness for our new organizational state.

Lessons learned

- Action research is a planned and deliberate method of bringing about change, and, once engaged upon, the change process cannot be stopped. It supports the continuous monitoring of environmental triggers of change as well as the evaluation of the actions taken to respond to them, so that the necessary change can be assessed and the next sequence planned (Plowman *et al.*, 2007).
- Furthermore, change managed by the action research tool depends on cooperation between the person leading it and those who have to put it into practice (Heifetz and Linsky, 2002).

Chapter 8: Contribution to Knowledge and Recommendations

Contribution to knowledge

This investigation using action research as a tool for managing change presents an unique case study of change in one educational organization. Although generalizability is limited, it has features common to many change processes. Furthermore, as no similar 'worked' example could be found in the literature, the contribution to knowledge made by employing this approach as a college leader with my team in my own organization is twofold: action research as a tool for managing change, and action research as a research approach in its own right.

The literature review had shown that action research as a tool for managing change has been predominantly used in the educational field by teachers for investigating their own practice in order to optimize it and support school development (Evans, 1997, McNiff, 1999). In organizations it has been utilized to solve predefined problems, such as increasing efficiency and competitiveness. However, this study used action research as an instrument to manage frame-breaking change. Using the four cycles, it was shown that the tool can be employed to manage different intensities of change processes in order to fit one's organizational environment again (Nadler and Tushman, 1989,). However, it meant that the organization had to cope with rapid shifts concerning its strategy, structure and culture (Johnson, *et al.*, 2008, 8th edn). Nevertheless, the instrument cannot be applied in a mechanistic way, but needs to be adapted by the change agent to fit the organization.

Scholars, from as early as French (1969) to Paton and McCalman (2008, 3rd edn) almost forty years later, recommend that action research is employed by external change agents to manage transformation processes. Thus, it is not only the organization which instigates change, but the people affected by the organizational transformation who have to change. In this case study, I took over the role of change agent. Although it proved beneficial to have a working relationship with every team member, the double role led to responsibility confusion and mistrust. Therefore, the planned semi-structured interviews with

team-members could not be fully realized. However, making personal learning the change agent's highest priority demonstrated that the new organization changed as an entity, meaning team members together with their leader (Kline and Saunders, 1997).

Action research as a research instrument is intrinsically interwoven with a reflection process. A personal diary was used to reflect upon three different discourses: a self-interviewing process, a continuous exchange with the team members, and with the situation(s) encountered. Furthermore, the diary helped to establish the two different stories which have to be told within an action research process: the factual one, meaning what happened in every cycle, and the reflective one, meaning how the facts were interpreted, leading to further interventions within the action research cycle. Although the use of a diary represents an important instrument amongst researchers employing qualitative or action research methodology, the diary confirmed Schön's (1983; 1987) claim of reflection-in-action and reflection-after-action. It helped unwind the complexity of change. In particular, it helped me to reflect on decisions 'made under the doorframe', accept that they were not adequate and consider change. Therefore, action research represents a trial-and-error methodology. In contrast to trait theories that define leaders of change as risk-taking, visionary and innovative (Zaccaro, 2007), action research depends on change agents who have the courage to admit in front of their co-researchers that they made a mistake – although in the literature it is only claimed that they have to be willing learners themselves (Kemmis, 2003; Coghlan and Brannick, 2007, 2nd edn).

Therefore, action research takes place in 'real time' and decisions are 'taken under the doorframe' (Schön 1983; 1987) to support 'real change'. However, this reality interferes with 'real life'. Action research is a labour- and time-intensive as well as an emotionally demanding approach. Emerging data generation, data analysis, literature reviews, and reflection processes, relationships with co-researchers and organizational groupings creates constantly new realities that need to be adapted to over a long period of time (Coghlan and Brannick, 2007, 2nd edn). I have shown in this case study that employing action research is not a tool to guarantee successful change. The

change agent and the co-researchers have to be committed to undergo personal change in order to provoke organizational change (Clarke, 1994). Although depicting a single case study, the effectiveness of this practical stance in bringing about organizational change can be plausibly and credibly accounted for in this study (Eden and Huxham, 1996, Kemmis,, 2003). Applied within reasonable limits, action research can certainly be employed for change processes by other educational organizations and beyond.

Recommendations for practice

Based on the evaluation of the insights gained as a college leader and change agent by employing an action research methodology the following recommendations for practice can be made:

Concerning the process of change using the tool of action research:

- Apply the action research tool in a flexible manner to respond to dynamic change processes and organizational and interpersonal issues.
- Be attentive that the production of knowledge (epistemology) is an emerging and transformational process.
- Assess and monitor environmental triggers to solve context-specific problems.
- Plan the pace and scope of the necessary change by acquiring and offering necessary resources.
- Combine action research with an action learning process, thus keeping the factual story and the reflective narrative separate.
- Be sensitive to the fact that action research is a time-consuming, labour-intensive and emotionally demanding technique.

Concerning the change agent:

- Carefully consider the advantages and disadvantages of using internal or external change agents – within practical limitations.
- Value both past performance and real change efforts by co-researchers.
- Account for extra resources to allow for short-term gains and to transform resistance into positive energy.
- Make empowerment of your co-researchers your first priority.
- Allow time and space to train both change agent and co-researchers in new competencies and skills.
- Apply flexible team leadership style(s) which guarantee joint decision- and action-taking.
- Be prepared as a change agent to have to change first.

- Work through role-conflicts and ethical concerns as change, relationships and reflective learning-processes are not just intertwined, emerging and dynamic phenomena, but require the continuous negotiation of power issues with co-researchers and organizational groupings.
- Accept immersion in the change process while assessing new realities and planning subsequent action research cycles.
- Be aware that action research is demanding for change agents as they are constantly immersed in the change and reflection processes.
- Engage with emerging literature to contradict and confirm theoretical frameworks.
- Enter meta-reflection with the help of an external coach.
- Plan recreation time: allow space for caring for yourself.

Recommendations for future research

Although the action research tool can *only* offer validity based on credibility and plausibility, it gives authentic insight into one way in which frame-breaking and discontinuous change was managed. Readers have to decide for themselves how much they can learn from it or transfer to their own praxis (Eden and Huxham, 1996; Coghlan and Brannick, 2007, 2nd edn). Nevertheless, Benner (1984) and Schön (1983; 1987) claim that, through story-telling or narratives, practitioners can learn from one another and enhance personal growth and development. Furthermore, Eden and Huxham (1996) maintain that action research offers practical knowledge which cannot be gained any other way. The four cycles, intertwined with personal reflections and learned insights, grant this possibility.

Action research: Possibilities for future investigation:

- using an action research approach in larger organizations;
- using action research in a single department or division;
- using action research in a continuous manner to establish Abrahamson's (2000) recommended 'dynamic stability';
- using action research to support organizational learning; and
- using action research in conjunction with chaos theory of change

Action research is predominantly used to investigate one's personal practice and develop it further. According to Coghlan and Brannick (2007, 2nd edn), action research is intrinsically interwoven with the concept of learning in action. Schön (1983; 1987) argues that reflection-in-action and reflection-after-action represent a kind of self-interview, so that one's leading frameworks can be discovered, thus allowing reframing of the situation encountered. The use of a diary, although representing idiosyncratic and subjective reflections, supported Schön's claim.

Personal diary: Possibilities for future investigations:

- using the personal diary to record other change-processes; and
- using the Omani suitcase tool for depicting personal reflection processes.

Post-data Collection Postscript

Our change process did not end in October 2010. The scope and pace of transformation even became faster (Plowman *et al.*, 2007). Three further overlapping cycles had to be managed (Coghlan and Brannick, 2007, 2nd edn).

5th Cycle: The Vision is Overtaken

August 2010-August 2011

Although we started our third postgraduate course with 22 students, we had to acknowledge that our college could not exist as a standalone organization. Furthermore, the 'flying teaching' requests became so numerous that different institutions had to be assigned to lecturers in order to cope with the workload. However, these institutions had an interest to employ the lecturers in their organizations, representing taught courses under their own name. For the lecturers too, this had the advantage that they could sign a 'secure' employment contract. Moreover, the opportunity that our lecturers could enter different institutions even outside the Canton of Berne meant that our goal of 'protecting our psychiatric nurse education knowledge' was reached in a more effective way than we ever envisioned; and this not solely at the planned tertiary level, but also at primary and secondary level. Therefore, we decided to close our college by the end of December 2011.

6th Cycle: The Vision becomes a Reality

August 2010-August 2011

The Competence Centre was also seeking to offer a psychiatric postgraduate course for nurses finishing their general nurse education programme. We were able to sell our course to the Competence Centre. This meant that lecturers who had moved to the Competence Centre were able to continue teaching the psychiatric nurse education knowledge we had developed. Therefore, the knowledge of our postgraduate course is not only 'protected' but will be

developed further. Moreover this solution allowed us to become an integral part of the Competence Centre without a merging process.

7th Cycle: We take the 'new land' after crossing the bridge of innovation

August 2010-December 2011

By the end of 2011, all the lecturers had signed a new employment contract and are teaching psychiatric nurse education courses in different institutions. Apart from Maggie, who retired, all administrative staff have also found new employment.

Insights gained as a college leader and change agent

We were able to reach our aim of protecting our knowledge concerning psychiatric nurse education. This was not solely by the development of a postgraduate course on a tertiary level, but by having a more impressive success by simultaneously protecting and introducing our practical knowledge on every educational level and this even in different cantons.

Rigorous self-reflection coupled with ethical use of problem solutions by empowered co-researchers supports unconventional and effective results to change practice (Jordan, 2003).

Jones *et al.*'s suggestion has to be accepted as a truism, namely that:

... The organizations we see around us have not been laid waste by a natural disaster. But they are afflicted by change, coupled with the twin forces of chaos and uncertainty, which always accompany such disasters. They, too, need to be built anew – and their people must be the builders.

(Jones, Palmer, Osterweil and Whitehead, 1996, pp. 2-3).

However, accepting Jones *et al.*'s statement that co-researchers become the builders of their (own) organization, leaders and change agents have to be prepared in the event that the change may go so far: that either they do not fit their (own) organization anymore or the organization has changed in a way that means they are not needed in the function(s) and role(s) they once took on (Fiedler, 1971; 1972).

Therefore, 'Leaders' have to be prepared to write leadership with a small 'l' (Kotter, 1988), being proud of having empowered their co-researchers not solely to cope with change, but to instigate the change (Hobfoll and Lilly, 1993) in order to become change agents themselves. Furthermore, leaders without a capital 'L' have to manage relationships with their co-researchers (Fullan, 2001) in an ethical and unselfish manner.

In conclusion it can be said that change not only starts with the leader (Clarke, 1994) and therefore expects them to cross the bridge of innovation first (Hipp and Wengel, 2005, Figure, 3.4), but change also puts pressure on leaders to cope with the planned and unplanned outcomes that change might provoke.

Insights gained by applying an action research methodology

Although change can be systematically structured by applying an action research methodology, its scope and pace remain uncontrollable (Fullan, 2001a; 2003; Plowman *et al.*, 2007).

Action research coupled with a learning cycle never offers the 'final' answer, as every answer raises new questions (Evans, 1997; Marshall, 1999; McNiff, 1999):

- it is democratic but represents a political stance (Pettigrew, 2003);
- it is systematic but emergent by its nature and therefore messy (Coghlan and Brannick, 2007, 2nd edn);

- it is helpful in one practice but (destructive) leads to misunderstandings in another (Gödel in Pickover, 2009);
- it is research but focuses on eminent practice (Hammersley, 2004);
- it is a way to optimize organizational productivity but its aim is to enhance empowerment to the workforce (Jordan, 2003);
- it is participative, but often misused to reach one's agenda as a leader (Meyer, 1993; Jordan, 2003); and
- it is an instrument to learn from experienced practitioners but bears the risks to encumber a constructive dialogue by mastery and mystery (Schön, 1983)

In conclusion, it can be said that action research depends on leaders and change agents who seek three goals:

- to empower their co-researchers in spite of their own leadership success;
- to inform other practitioners how to cope with encountered situations in a similar context (to report about their optimal solutions to a practical problem by referring to theoretical knowledge); and
- to describe how they managed relationships in the best way with their co-researchers

The final question remains: would I use an action research methodology again as leader and change agent in my own organization?

The answer to this question would be 'yes'. Not because we all profited from a personal development in a positive way and reached our aim. The reason is that I was able to fulfil the double role of being the leader and change agent; not in an optimal manner, but in the best possible – or 'good enough' manner (Winnicott, 1953). Furthermore, I was able to learn with and from my co-researchers to be a leader to cope with change in a reflective and ethical way.

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Annex 1

Examples from my Personal Diary

Monday 05. 11. 07

[redacted] full placed that
[redacted] 4th year student
needs a time-out. She said
that they are having a busy
time on the ward, many patients
needs fixing for more than
one day. It's just too much
for her with the pressures
of exams coming-up as well.
We'll see there will be a
solution.

[redacted] is pregnant! Wanted to
know if she could change
the ward. She said that they
have a lot of aggressive patients
at DZ. Doesn't feel safe.
Said I would organize it
with [redacted].

07. 05. 08 had phon.
Will do her exams
next year.

Tuesday 06. 11. 07

Lost the rest of the day with
this meeting. When [redacted]
starts talking he doesn't stop
anywhere. Anyway, he did
have a point that our students
work 'half naked', 'farted' and
do not take their percentages
out. They don't seem to
understand that patients are

Made e-mail to
department-leaders re
infect students.

15. 02. 08

Got letter from
students' union
that they should
be able to decide

not becoming sexually abused
patients once entering the
clinic. Furthermore, the
locks and windows should
be covered and kept out of
sight with patients suffering
from schizophrenia.

themselves
what to
was.








Will have to see
with department -
leaves again.

██████ told me
that they are
doing the de-
scribing counts
with and,
thurs per my
rel. 11.3.08

Decision with
department - leaves
to do policy for
the new school-
year. 23.4.08

KLEIDERREGELN AN DER BPP MÜNSINGEN

Gültig für Lernort Schule und Lernort Praxis

	<p>Nicht bauchfrei, keine sichtbaren Slips, Strings und Tangas</p>
	<p>Keine übermässigen Decolletés und durchsichtigen Oberkleider Keine sichtbaren Piercings (Ausnahme: Nasenstecker) und Tattoos</p>
	<p>Keine Hotpants, Minijupes und knappe Turnhosen</p>
	<p>Keine Hüte und Kappen im Unterricht</p>
	<p>Keine militärische Kleidung, Kampf – und Gewaltsymbole Keine Textilien mit sexistischen Symbolen Keine Textilien mit Symbolen, die zu Substanzmissbrauch animieren Keine Textilien mit politischen Texten</p>

21.07.08

07.11.07

Ich frage es nicht, es hat
mir gesagt, dass ich sie möße.
Ich möße nicht und
sogar es nicht. ~~weiss~~
es nicht, was Mötley be-
deutet!!! Was soll das?
Unschuldig wäre es das
Fest, wenn sie kündigt
würde.

Wenn ich versuche es jemandem
zu erklären, dann ist
das nicht alles rund läuft, wenn
ich auch, aber das ist noch
lang nicht Mötley!
Nein, ja, ich bin echt in einem
Schlafzimmer.

Das sieht nicht echt. Aber wir
dürfen alle alles sagen, und
ich muss nicht und freundlich
bleiben, alles respektieren und einordnen
können.

In ja gespannt was ~~ich~~ und
~~ich~~ sagen. Vielleicht werfen sie mir
auch vor, dass ich sie möße!

10.11.07

Au jeder Zeit ist
dieses Thema.

Warum denkt sie
also, dass ich sie
möße?

23.11.07

Surrogate - Replaz



- Fear that I handle
this problem as a
technical one

- I ignore her fears

- I just want to
do 'my' research

- I want to be
successful

- I don't appreciate
what she has done
up to now (Wangel
+ Hipp 2007)

- I ignore students +
patients

- I don't do collabora-
tive research (Hipp)

- What's on the
other side of the
bridge? Is it worth-
while?

GRUNDLAGEN DER FÜHRUNG

1. Um ein Führungsproblem zu beseitigen, sind drei Fragen zu beantworten:
 - Wie führe ich eigentlich?
 - Wie sollte ich führen?
 - Weicht mein Führungsverhalten von dem Verhalten ab, das ich anstreben sollte? Wo weicht es ab? Was ist die Ursache der Abweichung?
2. Führen heisst, einen Mitarbeiter bzw. eine Gruppe unter Berücksichtigung der jeweiligen Situation auf gemeinsame Werte und Ziele hin beeinflussen.
3. Führung hängt von fünf Einflüssen ab:
 - der Führungskraft
 - dem Mitarbeiter
 - der Gruppe *Kontexte kennen*
 - dem gemeinsamen Ziel *wird mehr so gedrückt; private Ziele*
 - der jeweiligen Situation
4. Kohäsion und Lokomotion sind grundlegend für optimales Führen.
 - Kohäsion meint: Herbeiführen und Aufrechterhalten der Zusammengehörigkeit und des Bestandes der Gruppe.
 - Lokomotion bedeutet: Motivieren der Gruppe zum Erreichen des Gruppenzieles. *adl. Hintergrund der zunehmenden Konflikte*
5. Kohäsion und Lokomotion müssen auf zwei Verhaltensmustern beruhen:
 - action flexibility: die Fähigkeit, sich auf wechselnde Situationen flexibel einzustellen, um seine Ziele zu erreichen;
 - social sensibility: Gespür für das Verhalten von Individuen und Gruppen.
6. Eine Führungskraft, die Y-theoretisch eingestellt ist, fragt:
 - Was ist an dieser Arbeit gut?
 - Was muss noch besser gemacht werden?
 - Wie kann man es noch besser machen?und
 - Was für ein Problem liegt vor?
 - Was ist seine Ursache?
 - Wie können wir das Problem lösen?Sie fragt nie zuerst: Was ist an dieser Arbeit schlecht?

Individuell =
(unabhängig -
brücke)
+
Gemeinschaft
= höherer Grad

kleiner & flexibler
Verhalten als vorher
→ individueller

Gedanken nicht so auch
nicht klappen!

By → denken also wert produktiv
kann nicht immer produktiv
zu sein.

Autonomen - fernkennung

Das Büro - sagt Computer
außen also nicht?

Gedanken machen aber -
brauche ich Computer nicht,
sondern am besten Papier?

Wie wäre es wenn ich den
Computer nur durch abscheuen
mache?

②

28.01.08

immer vor mich. 5-10 min
ist mir

Warum ist es wichtig?

- Fragen
- Dinge verändern

Die Worte werden
Erwählungs von Ideen?

Wie sind es unsere Rassen
geändert?

Bestimmung!

Arkte sind besonders an der

Bestimmung

Bestimmung, durch die es aber
"Mats"

Handlung und Gedanken
an.

Wahrscheinlich ist das der Fall?

Bestimmung - Gedanken

Warum Tiere aber und warum

Tiere n. → habe ich eine
Frage?

SK XY
Strategischer Auftrag an die Schulleitungen (Bsp)

PHBern
Institut für
Weiterbildung

Anlass / Thema	Anlässlich der SK-Sitzung vom _____ hat die Schulkommission beschlossen, die operative Schulführung zu vereinfachen und den aktuellen bildungspolitischen Entwicklungen des Kantons Rechnung zu tragen.
Absicht	Die SK will künftig ... • von seiner Schule sprechen • eine Schulleitung über alle Schulhäuser haben
Zielsetzungen	Auf Sommer 07 ... • ist ein angepasstes Leitungsmodell festgelegt • sind entsprechende Pflichtenhefte formuliert • ist eine Schulleitung gewählt
Auftrag an SL	Die Schulleitung setzt diesen Auftrag im Rahmen der Absicht und den Zielsetzungen der strat. Führung mit dem ganzen Kollegium um.
Besonderes	Der SK ist es wichtig, ein Leitungsmodell zu entwickeln, das eine gewisse Partizipation (ressourcenorientierte Mitverantwortung, Mitgestaltung) der Lehrpersonen zulässt.
Produkte	• Ein Organigramm der angepassten Schulführung • Entsprechende Pflichtenhefte
Information	Der Schulkommission ist durch die Schulleitung regelmässig Bericht über den Verlauf des Schulentwicklungsprozesses zu erstatten.

Wir danken der Schulleitung und dem Kollegium herzlich für ihre Arbeit und ihr Engagement und wünschen Ihnen dabei viel Erfolg.
Auf eine gute Zusammenarbeit hoffend grüsst freundlich

Gefert am: _____ Datum: _____ Die SK-Präsidentin: _____

Heiner Schmitt, Dozent BSB PHBern 26.03.2006 17


Autorität
↓
- beauftragen
- Rahmen setzen

Partizipation
↓
- Mitbestimmung
ist gefragt
Mitarbeiter

PHBern
Institut für
Weiterbildung

Strategisch-operative Zusammenarbeit
in einer gesunden Balance

Ein Gewinn für alle !



- ein Gefühl des Getragenseins durch reflektierte, transparente und ruhige Führung.
- ein gesundes Arbeitsklima mit hoher Identität.
- interessante Arbeitsbedingungen.
- kürzere, berechenbare und direktere Prozesswege.
- einen toleranten Umgang mit individuellen Fehlern.
- ein Freisetzen von Energie und Zeit für pädagogische Fragen.
- ein Agieren statt Reagieren.
- ein zielgerichtetes und kompetentes Lösen von immer komplexeren Problemen.

Heiner Schmitt, Dozent BSB PHBern 26.03.2006 18

↓
Hesseler !

26.03.09
During a conference

Zusammenfassung

(Official evaluation by the Education Department concerning the college year 2007, received 27 March 2008)

Die Schule schneidet in allen fünf Kernbereichen der Befragung unverändert gut bis sehr gut ab. Als herausragend dürfen vor allem der Führungsstil, der Ausbildungsverlauf mit der Gewichtung der Pflege und der Psychiatrie, die Zusammenarbeit zwischen dem Lernort Schule und dem Lernort Praxis, die Team- und Schulkultur sowie die grosse Zufriedenheit mit den Mitarbeitergesprächen bezeichnet werden.

Dass Lehrpersonen höher bewerten als Studierende im Bereich Lehren, Lernen und Curriculum 2000 dürfte an der Natur der Sache liegen beziehungsweise in den diesbezüglich unterschiedlichen Funktionen der Befragten.

Die Studierenden bewerten die Fragen über Lernwirksamkeit der gewählten Methoden, Berücksichtigung individueller Lernstrategien, frühzeitiges Erkennen von Lernschwierigkeiten sowie die Frage, ob Beurteilungen aussagekräftig das Lernergebnis zeigen, mit 68 - 70% am tiefsten.

Ob sich Lernziele im Unterricht an den Ausbildungszielen orientieren und ob spontane Fragestellungen im Unterricht im Rahmen des Möglichen integriert werden, sind mit 85% und 90% die von den Studierenden am höchsten bewerteten Fragen.

Im Gegensatz zu Berufsbildungsverantwortlichen und Lehrpersonen beantworten die Studierenden die Zusammenarbeit Schule – Praxis eher kritisch (knapp 70%).

Die im Rahmen der Genderanalyse erhaltenen Daten zeigen eine Tendenz, nach der weibliche Studierende tiefere Werte angeben als männliche. Die mit der Schulleitung sowie dem Lehrpersonal geführte Diskussion darüber brachte keine eindeutige Interpretation und bewegte sich auf eher hypothetischer Ebene (z.B. unterschiedliche Kritikbereitschaft). Eine Sensibilisierung hat stattgefunden.

Von den Lehrpersonen relativ tief bewertete Indikatoren sind die Frage nach der Anzahl der Lehrkräfte welche die Erfüllung des Auftrages gegenüber den Studierenden garantieren sowie die Frage, ob Lehrkräfte im Rahmen des vorgegebenen Arbeitspensums sowohl ihre Kernaufgaben als auch Zusatzfunktionen erfüllen können. Hier zeugen eventuell eine gestiegene Anzahl Studierender vom erhöhten Druck auf die Lehrpersonen.

Dass die Frage, ob Konflikte offen und direkt angesprochen werden, nur zu 75% positiv beantwortet wird, obschon Team- und Schulkultur geprägt sind durch wechselseitige Wertschätzung und konstruktive Zusammenarbeit sowie unterschiedliche Persönlichkeiten im

Team Platz finden und respektiert werden (je 96%), lässt eher auf einen sorgfältigen Umgang mit Konflikten schliessen als auf diesbezüglichen Verbesserungsbedarf.

Die auch von den Lehrpersonen kritisch (70%) beantwortete Frage, ob die Beurteilungen aussagekräftig das Lernergebnis zeigen, wurde schon im Vorfeld der Veröffentlichung dieser Analyse angegangen. Am 7.11.2007 fand eine von der Schulleitung organisierte Tagung „Beurteilen und Bewerten“ (Referent: Daniel Hurter, Stellvertretender Direktor GIBB), zu diesem Thema im Casino des PZM statt.

Die Befragung der Ehemaligen zeigt im Wesentlichen eine Bestätigung der Aussagen der Studierenden.

Ausblick:

Die nächste Befragung, 2008, wird in Absprache mit dem zuständigen Schulinspektor, Herr ... in verkürzter Form stattfinden. Es werden nur die Studierenden befragt. Im Evaluationsbereich 1, Lehren und Lernen, werden 5 Fragen zum Lernklima angefügt. Die Befragung erfolgt neu online, nicht mehr auf Papier.

The official evaluation get's also more critical! The students say, that we don't work so well together with the nursing managers anymore. Well, they seem to know what's getting on, although they are not directly concerned.

The lecturers have obviously said that 'conflicts' cannot be talked openly about it, but that we still respect each other. It's great – my vision doesn't work, my leadership style doesn't work, and the Education Department will add another five questions to the official evaluation in 2008 concerning 'our learning climate'.

27.03.2008

-----Ursprüngliche

Nachricht-----

Von: Warnett Esther, ERZ-MBA-ABS BPP [mailto:esther.warnett@erz.be.ch]

Gesendet: Dienstag, 1. April 2008 08:57

An:

Betreff: AW: Teamcoaching

Liebe Eliane

Da teile ich nicht deine Meinung. Ich glaube, dass beide Seiten das Vertrauen haben müssen, falls Kritik geäußert werden darf und Lösungsvorschläge von uns und ihnen auch ernst genommen und umgesetzt werden.

Aber ich bin einverstanden, dass die Wahl gemeinsam getroffen werden muss und wir ihnen nicht jemanden vor die Nase setzen.

LiGru

Esther

Von:

Gesendet: Dienstag, 1. April 2008 08:40

An: Warnett Esther, ERZ-MBA-ABS BPP

Betreff: AW: Teamcoaching

Liebe Esther

Das ist doch okay so. Wahrscheinlich ist es aber nicht zentral, dass wir beide mit dem Coach arbeiten können, sondern sie, weil es ja ihnen eine Hilfestellung geben soll, nicht uns. Wir müssen sicher sein, dass die kontraktierten Fragen bearbeitet werden mit dem Team. Und wegen dem Geschrei, wir können Ihnen ein Angebot machen, aber wenn sie es nicht nutzen wollen, dann voilà....aufoktroyeren ist in diesem Falle, denke ich, nicht angebracht, vergebene Liebesmüh. Es braucht ja auch nicht für alle zu sein, sondern für die, die wollen.

Liebe Grüße

Eliane

Our team needs an external coach. We really, or better I, have many conflicts going on, and the trust is not there anymore (DiPaola, 2003).

We change with pain (Abrahamson, 2000) besides having 'only a difficulty' to manage. Difficulty, could surely be compared to be in a process of 'dynamic stability'. But this is not true. Even a difficulty changes everything – because it changes our role-identity, our relationships = culture, our strategy and our structure.

I am constantly criticized – my leadership is like an open book. I really feel vulnerable. Everybody else knows better than I what to do. Sometimes I would just like to give-up, go home and sleep until everything is over.

05.05.2008

Das Gegenteil von gut ist bekanntlich die gute Absicht. Die meisten tragischen Verstrickungen in Familien entstehen nicht wegen der bösen Absichten der Beteiligten, sondern aufgrund ihrer guten Absichten. Wer als Therapeut mit dieser Hypothese an die Arbeit geht, erleichtert es sich, seine Neutralität zu bewahren oder sie überhaupt erst zu gewinnen. Dies ermöglicht ihm, allen Beteiligten eine kooperative Beziehung anzubieten.

Our psychologist lecturer seems to give me an answer here. The opposite of ‚good‘ is not bad – but ‚I meant it well!‘ I always mean it well too, I have to learn to let them do it, to make the choices, the decisions they can (Pechtl, 1989)

Von:

Gesendet: Dienstag, 10. Juni 2008 06:50

An: Warnett Esther, ERZ-MBA-ABS BPP

Betreff: Wogen

Liebe Esther

Ich wollte dir als Einstieg in den heutigen Tag kurz melden, dass ich denke, dass du die Sache mit toll angegangen bist und dass ich verstehe, dass es dich sehr betroffen gemacht hat. Als ich gestern Abend nach all den Inter- Super und Untervisionen endlich zu Hause angelangt bin, und mir den Tag durch den Kopf gehen liess, habe ich gemerkt, dass wir, glaube ich, ein richtiges erstes Bauchgefühl hatten und dass wir dem wahrscheinlich auch vertrauen sollten, so aufwändig und unangenehm sich schliesslich daraus auch die Konsequenzen ergeben werden. Wir schaffen das, und wir haben gewusst, dass es jetzt beginnen wird mit all den wirklichen Veränderungen – zuvor haben wir es zig Mal durchgespielt und now life happens in reality, oder so....;-).

Ich werde hier noch ein paar Prakt. geschäfte abwickeln, einkäufeln gehen und dann in die Bude kommen – so long honey und do not doubt, du bist eine tolle Schulleiterin, obwohl mir auch nicht ganz zugesteht dies zu beurteilen, von wegen **Hierarchie (da dies ja das Thema ist im Moment! ;-))**

Liebe Grüsse und I wish you just an amazing day

Eliane

It is so true – this hierarchy is something I have to change – I have to change to a team leadership style. It sounds so easy if you read Donnert or Fullan or Peplau. But if you have to do it in front of people who know you, who have a history with you, who have expectations – it is the most difficult thing to change. But as Clarke says, change has to start with me!!! And I rally want to.

11.06.2008

20

July / Luglio

Twenty / Monday

Lunedì / Lundi

Montag / Lunes

Segunda-feira

Week 30, Day 201 J

20.07.2009

Christy

I wonder if I should have come to the Pronto
the people didn't come I came and disrupted
my holidays.

at does not have to come, nothing to promote

Can you sign, even though you had not
planned

Don't know if I should you planned it though,
my holidays

I did not plan - she can't tell me when it
would take place she wanted it to do before her
holidays and it was for the 3rd year.

Selective leadership style - anything can be spread
Please -> you decide what to do - which leadership style

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
20 Mon / Lun / Lun / Mon / Lun / Seg										21 Tue / Mar / Mar / Die / Mar / Tor										22 Wed / Mar / Mar / Mi / Mié / Qua										
06:40 - 12:00										07:45 - 9:30 a.H.										7:15 - 12:15										
July / Luglio 2009										Spokane 9:10 - 2:00 12:15										13:00 -										
07 am										07 am										07 am										
08 30-10:00										08 08-10:00										08 08-10:00										
09 Konferenz 30 20:20										09 09-10:00										09 09-10:00										
10 CLK										10 10-11:00										10 10-11:00										
11										11 11-12:00										11 11-12:00										
12										12 12-1:00										12 12-1:00										
01 pm 13:00 - 16:00 Kfz - P										01 pm 13:00										01 pm										
02 Proven										02 02-13:00										02 02-13:00										
03 15:00 Office Meeting										03 03-13:00										03 03-13:00										
04 Termin - 20:00-21:00										04 04-13:00										04 04-13:00										
05 Termin 20:10/11										05 05-13:00										05 05-13:00										
06 Termin Schulung 09:10										06 06-13:00										06 06-13:00										
07 PLS -> 20:10										07 07-13:00										07 07-13:00										
08 Alexander - 20:00-21:00										08 08-13:00										08 08-13:00										
Mail -> 20:00-21:00										09 09-13:00										09 09-13:00										
Kfz -> 20:00-21:00										10 10-13:00										10 10-13:00										
Verschieden										11 11-13:00										11 11-13:00										

Jan	Feb	Mar
23		
7:15 - 12:15		
07 am		
08 08-10:00		
09 09-10:00		
10 10-11:00		
11 11-12:00		
12 12-1:00		
01 pm		
02 02-13:00		
03 03-13:00		
04 04-13:00		
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06 06-13:00		
07 07-13:00		
08 08-13:00		
09 09-13:00		
10 10-13:00		
11 11-13:00		
12 12-13:00		

Ja, diese blöde Endlichkeit; es ist so belastend zu denken, vielleicht war dies nun das letzte Mal, dass wir gemeinsam..., vielleicht haben wir noch Zeit bis...,vielleicht können wir noch..., ich wünsche dir ganz viel Kraft und Mut deinen Freund zu begleiten und einfach dazu sein und dir auch Zeit für dich selbst zu nehmen.

Part of the e-Mail von Eliane, 18.09.2009

Yes, we are confronted with the end – she is looking for a new job and it might well be that it is the last time that we do this or the other ...The change is changing our relationship, we change with the change

Leistungsanforderungen und Beurteilungen

Name: Tilke

Datum des Gesprächs:

06. Oktober
2009

Gesamtbeurteilung und Begründung von Leistung und Verhalten:

- A++** Zielvorgaben oder Leistungserwartungen deutlich und in allen wichtigen Bereichen übertroffen (herausragende Leistungen)
A+ Zielvorgaben oder Leistungserwartungen in wichtigen Bereichen übertroffen (sehr gute Leistungen)
A Zielvorgaben oder Leistungserwartungen erfüllt (gute Leistungen)
B Zielvorgaben oder Leistungserwartungen teilweise erfüllt (ausreichende Leistungen)
C Zielvorgaben oder Leistungserwartungen in wichtigen Bereichen nicht erfüllt (nicht ausreichende Leistungen)

Gesamtbeurteilung

Begründung:

Herr Tilke hat seine Zielvorgaben für das Schuljahr 2008/2009 übertroffen, obwohl eine Tilke einen längeren Arbeitsunterbruch forderte Tilke. Er unterstützt ein bereichsübergreifendes und effizientes Arbeitsklima, so dass die Gesamtschule BPP davon profitiert. Er ist eine wichtige Referenzperson für Lehrpersonen, da er überdurchschnittliche Kompetenzen = Expertise im pädagogischen, didaktischen, methodischen und E-Learning Bereich besitzt und immer bereit ist Unterstützung zu bieten. Seine klare Kommunikation gekoppelt mit seiner spürbaren Wertschätzung ist ein tragendes Element der Zusammenarbeit auf allen Ebenen. Er formuliert Erwartungen klar, so dass seine Lernbegleitung das Entwicklungspotential unserer Studierenden positiv unterstützt. Tilke nimmt gerne neue Herausforderungen an, insbesondere auch im Bereich der Schulentwicklung. Als Schulleiterin schätze ich die hohe und ressourcenorientierte Qualität für übernommene Verantwortungsbereiche.

Feedback an die Vorgesetzte / den Vorgesetzten:

Esther Warnett hat es in den vergangenen Jahren geschafft, durch gezielte Schul- und Currientwicklung eine anregende, fördernde, dynamische, kompetente und zukunftsorientierte Schul-, Team- und Lernkultur aufzubauen. Sie hat die Ansätze einer lernenden Organisation erfolgreich umgesetzt und durch ihren partizipativen Führungsstil zahlreiche Entwicklungsprozesse angestoßen und ermöglicht. Von diesem anregenden Klima habe ich persönlich und fachlich sehr viel profitiert und dazugelernt. Ich danke Esther Warnett für ihre Unterstützung, Wertschätzung und Förderung sehr!

Bemerkung zum MAG:

Vorgesetzte / Vorgesetzter

That is one of the most beautiful compliments!

Mitarbeiterin / Mitarbeiter

Wir bestätigen, dass das MAG stattgefunden hat:

Datum	Unterschrift Mitarbeiter/in	Unterschrift Vorgesetzte/r
20.10.09		

Verteiler: Seite 3 und folgende als Kopie → an nächst höheren Vorgesetzten → Personaldossier
Original → Mitarbeiterin / Mitarbeiter

Hinweis auf die rechtlichen Grundlagen Art. 165 PV

Vorgehen bei Differenzen

¹ Mitarbeiterinnen und Mitarbeiter, welche die Leistungs- und Verhaltensbeurteilung für unzutreffend oder unkorrekt betrachten, können innert 10 Tagen nach Erhalt des Ergebnisblatts eine Überprüfung der Beurteilung bei der oder dem nächst höheren Vorgesetzten² verlangen. Diese Überprüfung erfolgt im Rahmen einer Aussprache, deren Ergebnis schriftlich festzuhalten ist.

² Ist die beurteilte Person mit dem Ergebnis der Überprüfung nicht einverstanden, kann sie zuhänden des Personaldossiers eine schriftliche Erklärung abgeben.

Seite 4 von 5

Name: [REDACTED]

Datum des Gesprächs:

19. Oktober
2009**Gesamtbeurteilung und Begründung von Leistung und Verhalten:**

- A++** Zielvorgaben oder Leistungserwartungen deutlich und in allen wichtigen Bereichen übertroffen (herausragende Leistungen)
A+ Zielvorgaben oder Leistungserwartungen in wichtigen Bereichen übertroffen (sehr gute Leistungen)
A Zielvorgaben oder Leistungserwartungen erfüllt (gute Leistungen)
B Zielvorgaben oder Leistungserwartungen teilweise erfüllt (ausreichende Leistungen)
C Zielvorgaben oder Leistungserwartungen in wichtigen Bereichen nicht erfüllt (nicht ausreichende Leistungen)

Gesamtbeurteilung

--

Begründung:

[REDACTED] hat seine Zielerreichung für das Schuljahr 2008/2009 [REDACTED]. Eine besondere Stärke ist das Projektmanagement. In Zusammenarbeit mit dem BZ-Pflege wurde ein Grobkonzept für die Weiterbildung in Psychiatriepflege entwickelt, welches zukunftsorientiert ist und das Potential hat unterschiedlichsten Adressaten gerecht zu werden. Daneben hat sich [REDACTED] intensiv mit der Ablöseplanung der BPP auseinandergesetzt und das Weiterbildungsangebot "bildung-konkret" erarbeitet. Im 4. AJ hat er die Studierenden befähigt, das Projektmanagement zu erfahren und mit beeindruckenden Resultaten umzusetzen.

[REDACTED] hat seine hohe Medien- und Fachkompetenz mit [REDACTED] zusammen für die Erstellung und Umsetzung unserer Aufbauprogramms DN I zu DN II eingesetzt. Die Studierenden, das SRK und das MBA haben überaus gute Feedbacks gegeben, so dass wir nun das Anerkennungsverfahren mit dem SRK starten können.

Er versteht es die Studierenden zu fördern und zu fordern, so dass über 80% der Kandidaten/Innen ihre Abschlussbeurteilung bestehen konnten. Seine Lernbegleitung ist von Wertschätzung geprägt und vor allem seine Moderation in Konfliktsituationen ist von den Studierenden überaus geschätzt, da er eine Vorbildrolle in dieser Schlüsselkompetenz einnimmt.

Bei Problemen im IT Bereich ist er bereit seine Unterstützung bereichsübergreifend zu leisten.

[REDACTED] setzt die LAG-Kultur um, d.h. dass er oft zu Hause vorbereitet oder über das educanet mit den Studierenden in Kontakt ist. Als Schulleiterin begrüße ich diesen Kulturwandel, denn dadurch wird der Ablöseprozess der BPP unterstützt und die zukunftsorientierte Berufsschullehrerrolle vorgelebt.

Feedback an die Vorgesetzte / den Vorgesetzten:

Dadurch das z.T. die eigene Ratlosigkeit von Seiten der SL transparent gemacht wurde, wurde sie für mich besser wahrnehmbar, was ich als angenehm empfinde in Zeiten des Wandels.

I geht mir so, empfindet man hier!

Bemerkung zum MAG:

Vorgesetzte / Vorgesetzter

Mitarbeiterin / Mitarbeiter

Wir bestätigen, dass das MAG stattgefunden hat:

Datum

Unterschrift Mitarbeiter/in

Unterschrift Vorgesetzte/r

Verteiler: Seite 3 und folgende als Kopie → an nächst höheren Vorgesetzten → Personaldossier

Roles and characteristics of change-agents

with my external world

04.05.2010

1. Change agents need taking the role of the stranger: receives clients the same way one meets a stranger in other life-situations; provide an accepting climate that builds trust (Peplau, ?)				
Fullan	Senior and Fleming	Paton and McCalman	Coghlan and Brannick	Hay/Mc Ber E849, p. 20
		common sense and the courage to use it p. 231		authoritative leadership-style
		credibility and trust p. 231	relationships need to be managed through trust concern for other, equality of influence, common language p. 13	
		living a professional relationship pp. 244-50		
2. Change agents need taking the role of being a resource: Answer questions, interpret data, give information (Peplau ?)				
Fullan	Senior and Fleming	Paton and McCalman	Coghlan and Brannick	Hay/Mc Ber E849, p. 20
people need to interact p. 196	be facilitators of change p. 343	be facilitators of change p. 228	working to make change happen within an interactive process p. 11	affiliative leadership-style
		the ability to do very unstructured work p. 231		
3. Change agents need taking the role of being a teacher: Give instructions and provide training; involve analysis and synthesis of learners' experiences				
Fullan	Senior and Fleming	Paton and McCalman	Coghlan and Brannick	Hay/Mc Ber E849, p. 20
capacity-building is needed p. 196	delegate power → empower people pp. 240-2	trainer or educator p. 231	develop self-help competencies in others p. 3 effective re-education for change-agent and members involved p. 10	democratic leadership-style
exchange your reality...as initial ideas are continually transformed and developed p. 195	have interpersonal-skills (listening and motivating people; selecting, analysing, synthesizing information given) p. 362	show awareness and sensitivity to social issues; listen to others and show empathy; have numerous people-orientated skills; possess analytical and diagnostic skills	follow a participatory and democratic partnership...so that individuals and communities can flourish pp. 3	

people have to be involved in change-processes p. 196	improve organizational learning and be co-learners pp. 342-3	p. 229 transmit the learning-process p. 232	experiential learning and reflective practice have to be enhanced p. XII	
		the ability to work with teams of people p. 231		
		ability to inspire people p. 232		
4. Change-agents need taking the role of being a counsellor: help clients understand and integrate the meaning of current life, circumstances, provides guidance and encouragement to make changes				
Fullan	Senior and Fleming	Paton and McCalman	Coghlan and Brannick	Hay/Mc Ber E849, p. 20
accept conflict as fundamental to successful change p. 195	manage resistance; especially during discontinuous change-forces of downsizing and restructuring p. 289	reduce resistance to change as people have a low tolerance to change p. 229		<i>coaching leadership-style</i>
	monitor change → being able to reflect p. 330	alternative identifier p. 231		
resisters have some good point to make → psychodynamic understanding needed p. 196	be able to communicate the needs of change p. 289; p. 362	need to have client-related experience p.229	developing a holistic view that organizations are socio-technical systems p. 11	
knowledge of change-processes needed p. 196		knowledge of change-management p. 231	work with dynamic complexities p. 12	
		use coaching-skills p. 231	enable emancipation by self-reflexivity p. 7	
5. Change-agents need taking the role of a surrogate: help clients clarify domains of dependence, interdependence, and independence and acts on clients behalf as advocate (Peplau ?)				
Fullan	Senior and Fleming	Paton and McCalman	Coghlan and Brannick	Hay/Mc Ber E849, p. 20
Changing the culture of an organization is the real agenda p. 196	draw on behavioural science knowledge p. 342	individual attitudes to change have to be considered p. 238	bring about change in organizations p. 3	<i>pace-setting leadership-style</i>
awareness that effective change takes time p. 196	team-builders so that everybody affected by the change is involved and responsibility-	a spirit of caring p. 232		

	confusion can be avoided p. 362			
	negotiators so that conflicts can be resolved and the desired future adopted p. 362	being an advocate p. 231		
Every person concerned by the change attaches his/her meaning p. 195	be creative, as change is not a linear process p. 417	creativity, to design customized goals and processes p. 231		
6. Change-agents need taking role of active leadership: help clients assume maximum responsibility for meeting goals in a mutually satisfying way (Peplau?)				
Fullan	Senior and Fleming	Paton and McCalman	Coughlan and Brannick	Hay/Mc Ber E849, p. 20
evolutionary planning and problem-coping models are essential p. 196	be politically skilled to manage power-conflicts p. 194; p. 239	a wide range of business-knowledge p. 231		authoritative leadership-style
define understanding of the change in a process of clarification p. 195	adopt a collaborative (leadership-)style; involving people in problem-solving and decision-making (collaborative problem- and goal-definitions as well as collaborative decision-making about the practices to adopt and the resources to involve) p. 342; p. 362	collaborative approach which helps the organization to define, understand and act on process events pp. 230	collaborative problem-solving and generating knowledge p. 9	
	focus on the organization as a whole as well as on its parts; including human and social as well as technological and structural sides pp. 342-3	collaborator in problem solving, fact finder, process specialist and reflector p. 231	collaborator in diagnosing a problem, planning action, gathering data, taking action, fact-finding about results for further action in a cyclic manner p. 9	
	take a step back in order to reflect about the whole situation → take a helicopter-perspective to decide on priorities			

	pp. 361-2			
		a love of innovation p. 232		
		a sense of humour and a sense of fun p. 232		
people need pressure to change p. 196		taking later a directive stance p. 233		
		self-confidence offset by humility p. 231		
7. Change-agents need taking the role of a technical expert: provide skills, operate equipments (Peplau ?)				
Fullan	Senior and Fleming	Paton and McCalman	Coghlan and Brannick	Hay/Mc Ber E849, p. 20
people need technical assistance p. 196		being a technical specialist p.231		coercive leadership-style
not being pressed for time as real change takes a minimum of 2-3 years p. 196			being in a process of unfolding stories p. 11	

Responsibility charting needs to be done (ask Zaugg)

Doctor-Patient model p. 231 not appropriate (Paton and McColman)

Past influences the present 232

Managing hierarchical relationships in authentic and a productive (learning-orientated) manner by using different leadership-styles (Peplau). Being aware of constant role-conflicts, in the way that there exists not always a collaborative and agreeing solution. There are many decisions to take which dis-advantage somebody, which are not ideal, which hurt. But I am the overall leader, who has to carry the responsibility – otherwise responsibility confusion

Make a reflective box perhaps

Annex 2

Overview of Difficulties and Messes

30 October 2007 and 07 December 2007

Diagnosing the complexity of change

As action research wants to support change in a given group, organization or community and wants to improve and learn from its work systems (Coghlan and Brannick 2007, p. XII) it is paramount, that the complexity of change is assessed, so that it can be verified in the first action research step of *diagnosing*. In order to explain, clarify and categorize the change situation our college is confronted with, I have chosen the following checklist, which is copied from Senior and Fleming (2006, 3rd edn, p. 62).

I used this 'test' of 'difficulties and messes' for my personal preparation for the team day 7 December 2007.

Annex Table 2.1: Difficulties and messes

Difficulties are bounded in that they:	Messes are unbounded in that they:
<ul style="list-style-type: none">- tend to be smaller scale;	<ul style="list-style-type: none">- tend to be larger scale;
<ul style="list-style-type: none">- are less serious in their implications;	<ul style="list-style-type: none">- have serious and worrying implications for all concerned;
<ul style="list-style-type: none">- can be considered in relative isolation from their organizational context;	<ul style="list-style-type: none">- are an interrelated complex of problems that cannot be separated from their context;
<ul style="list-style-type: none">- have clear priorities as to what might need to be done;	<ul style="list-style-type: none">- have many people of different persuasions and attitudes involved in the problem;
<ul style="list-style-type: none">- generally have quantifiable objectives and performance indicators;	<ul style="list-style-type: none">- have subjective and at best semi-quantifiable objectives;
<ul style="list-style-type: none">- have a systems/technical orientation;	<ul style="list-style-type: none">- have an absence of knowledge of factors and uncertainty as to what needs be known;
<ul style="list-style-type: none">- generally involve relatively few people;	<ul style="list-style-type: none">- have little agreement on what constitutes the problem let alone what might be possible solutions;
<ul style="list-style-type: none">- have facts that are known and which can contribute to the solution;	<ul style="list-style-type: none">- have usually been around for some time and will not be solved quickly, if at all, bringing about an improvement may be all that can be hoped for;
<ul style="list-style-type: none">- have agreement by the people involved on what constitutes the problem;	<ul style="list-style-type: none">- have fuzzy timescales;
<ul style="list-style-type: none">- Tend to have solutions of which the type at least is known;	<ul style="list-style-type: none">- are unbounded in that they spread throughout the organization and, sometimes, beyond.
<ul style="list-style-type: none">- have known timescales;	
<ul style="list-style-type: none">- are bounded in that they can be considered separately from the wider organizational context and have minimal interactions with the environment.	

(Source: copied from Senior, B. and Fleming, J. (2006, 3rd edn), *Organizational Change*, Prentice Hall, Pearson Education, Illustration 2.7, p. 62)

I have employed the characteristics of the “messy problems” to illustrate the political, economic and social forces of change which the health and social as well as the educational sector in the Canton of Berne is confronted with. These forces represent our organizational environment.

Annex Table 2.2: Messes

Messes tend to be larger scale

In line with the growing trend towards European conformity in educational standards as evidenced by the European Credit Transfer System (Federal Office for Professional Education and Technology, OPET, 2007), nurse education in Switzerland is changing from secondary to tertiary level and nursing colleges are being incorporated in the University system as stated in the Bologna-Reform

<http://www.bbt.admin.ch/themen/hochschulen/00215/00224/index.html?lang=de> (accessed 14.10.07) and in the Copenhagen Process <http://www.bbt.admin.ch/themen/internationales/00115/index.html?lang=de>, (accessed, 14.10 07). It is planned that this change will be completed in 2011.

Switzerland accepted the new law for professional education 13 December 2002 which became to be in force 1 January 2004 (http://www.admin.ch/ch/d/sr/c412_10.html (accessed, 17.07.2007). Further, a new national curriculum for nurse education will be law 01.01.08 Until now every nurse college had its own curriculum which had to be assessed and approved by the Swiss Red Cross (SRK) by means of a lengthy acknowledgement process. It is the very first time in Switzerland that a national curriculum for nurse education has been accepted and will be put into practice. Nevertheless, current curricula at the different colleges can be taught to existing students until 2011. The new curriculum is based on a generic approach to nursing education and psychiatric competence and skills will be offered on postgraduate level. These courses do not yet exist and it has been accepted by the Canton (19 April 2007) that our college will develop and run these courses for psychiatry from 2011.

The Canton Berne had seven nurse colleges:

6 private colleges which received financial subventions by the Canton for general nurse and paediatric nurse training and

1 Cantonal psychiatric college, which is the focus of this research study.

Nurse education was formally supervised in the Canton of Berne by two but now three stakeholders:

1. The Cantonal Department of Health and Social Care:

This department defined for each of the seven nurse colleges of the Canton Berne how many students had to be trained. For our psychiatric nurse college: 50 students per year over a 4-year period.

The financial budget and the personal resources were yearly negotiated with a representative of this department. 1st January 2006 nurse education changed from the Health and Social department to the **Cantonal Department of Education**. This was an intensive administrative and cultural change for our cantonal college as lecturers, students and administrative personnel needed new work contracts. Every official paper had to be adapted including the curriculum and all policy papers. The other 6 colleges, being private, were not forced to adapt their papers and contracts as only the representative for negotiation of their financial subventions changed.

<http://www.gesundheitsberufiebern.ch/de/bildungssystem/index.htm>

! (accessed 27 August 2007)

2. **The Swiss Red Cross (SRC)** is part of the International Committee of the Red Cross (ICRC) and is involved in human aid projects. Beside this main purpose, the Swiss Red Cross (SRK) has realized the tasks which can be compared to the English National Nursing Board. This means that a SRK representative is present at the final exams of each nurse college as they are responsible for checking that final nursing exams correspond to the National standard, the registration of diplomas and the correct archiving of student nursing documents. Nevertheless, the SRK is considered as part of an international organization for humanitarian aid and not acknowledged by the European Union in its function as national supervisor of nurse education. The Federal Office for Professional Education and Technology (OPET) will therefore take the supervision and functions of Swiss Red Cross over in 2011, when their own people will be trained. The cooperation with the SRC has become difficult as many supervisors have left and new staff has received terminated contracts for 2011.

3. Employers in health and social organizations and institutions have founded **'the Oda' (Organization der Arbeitswelt (in English professional Union of the nursing-leaders and nursing-managers))**. As leaders and managers who offer jobs in the health and social working sector they want to influence the education and the national curriculum for this branch directly. The aim of this third group of stakeholders is to make nurse education comparable to industrial and technical professions, where employers define what theoretical knowledge and skills are needed to fulfil the offered job <http://www.odasante.ch/> accessed, 01.09.07).

The Canton Berne has now decided to have one single undergraduate nurse competence centre which will teach the new National Curriculum. At the same time it was decided that no new building will be erected, but four of the seven sites will constitute the new 'Competence Centre'. The process of

which sites will stay open and which sites will close in 2011 has been a long and difficult procedure. The sites were finally decided on 9 November 2005 by the Cantonal Minister of the Education Department. Our psychiatric nurse college will have to change and offer postgraduate education for the psychiatric field. (This was a long process but I was able to negotiate that we can continue as a standalone college.)

The new 'Competence Centre' has officially opened 1 September 2007 as a public limited company. The new director has been announced and took over his job 1 March 2008. It is now planned to erect a new building which will open 1 November 2011 and include all six sites of the former nursing colleges.

Messes have serious and worrying implications for all concerned

Although we are not part of this new "Competence Centre" but have to concentrate on postgraduate courses, there exist much concern and worries amongst all staff as change-procedures are for everybody and at every level unclear.

Worries of lecturers

- Lecturers are expected to pass higher education courses in order to be qualified to teach tertiary education nurse training classes – but who pays?
- If there are not enough students enrolling for the new courses, will I be able to keep a lecturing post?
- If I am prepared to continue to lecture the current classes, will I lose my chance to tutor in the undergraduate or postgraduate courses at a later date?
- Is my pension still covered or will I lose out if our college changes from the secondary to the tertiary level of education?
- Is the future work contract as good as the actual one?

Worries of administrative staff

- As administrative tasks are centralized less staff will be needed – am I loosing my job?
- If I am not loosing my job – what performance expectations will I have to meet?

Worries of students

- Will enough lecturers be left to lecture and teach me on the secondary level?
- Will I be taught by lecturers who are not accepted for the post-graduate course – who are not as well qualified as they should be?
- Will potential future employers prefer students with the new OPET diploma – am I loosing out following the current program?

Worries of college-leaders and managers

- Although the different nurse colleges in the Canton Berne, have started to cooperate with each other – the climate of competition has intensified – whom can I trust?

Worries of nursing-leaders and managers

- If we do not have enough qualified staff in future – how are we going to nurse patients?
- Can I keep my quality standard in my institution?
- Shall we start postgraduate courses and certificate courses in our own institutions so we do not have to suffer a lack of qualified staff?
- The nurse profession is losing its good image in the public.

Worries of public

-
- How shall potential students be reached and informed?
- What qualifications are needed to become a nurse?
- If I shall have to become a patient – who will nurse me?

Messes are an interrelated complex of problems that cannot be separated from their context

- Change from Swiss Red Cross to the Federal Office of Professional Education and Technology (OPET)
- Change from Health and Social Department to Education Department
- Change from individual college curricula to national curriculum
- General change of work contracts for college staff
- Higher educational qualifications are needed to lecture
- 6 colleges are merging to a Competence Centre with four sites
- Less leading and managing jobs will be available as the Canton intends to save money
- Higher qualifications are needed to enter nurse training education – number of recruited students is falling
- Climate of distrust and competition is developing
- Leadership-style and focus of new director is yet unknown
- Are further sites closing if student-number cannot be reached

Messes have many people of different persuasions and attitudes involved in the problem

- Civil representatives of the Cantonal Education and Health and Social Department; meaning the cantonal government
- OPET and SRK representatives
- Representatives of nursing leaders and managers
- College-leaders and managers

- Union-representatives of the OdA (E: professional Union)
- Lecturers
- Administrative staff
- Students
- (Patients)

Messes have subjective and at best semi-quantifiable objectives

- Everybody claims that the only aim is to offer a 'good education' to new nurse students
- The number of 450 diplomas handed out per year in the Canton Berne should be maintained.
- (We all want the best care for patients)

Messes have an absence of knowledge of factors and uncertainty as to what needs be known

- Who is responsible for what has not yet been clarified
- The Education Department has taken over from the Health and Social Department in 2006, however, not all necessary information has yet passed from the pre-successor to the successor department
- 6 independent colleges with their individual history and culture which is often more than 150 years old are now in the process of merging

Messes have little agreement on what constitutes the problem let alone what might be possible solutions

- If one would have awaited national changes before introducing change on the Cantonal level, then...
- If the OPET would finally take over its responsibility and not delegate everything to the SRK, then... If the departments would be working more constructively together

- instead of so much competition, then...
- If one would have prepared the changes better, in the way first trained the lecturers better, then...
- If the Canton would have built a new centre, so that all staff and students would have to change and start afresh, then...
- If one would not have introduced the need of higher qualification levels for nurse training during a period of decreasing birth rate, then...
- If the nurse leaders and managers would finally say what they need, then...
- If the nurse profession would stand up and say what they want, then...
- If the patients would define the quality they are prepared to pay for, then...
- If the SRK would be more cooperative, then...

Messes have usually been around for some time and will not be solved quickly, if at all, bringing about an improvement may be all that can be hoped for

- Before the 1990s Swiss nurse education wanted to become Europe-compatible
- Nurse colleges have complained that there is no transparency about the individual programs and that a national curriculum should be implemented
- Nursing institutions and hospitals have complained that it is difficult to look after nurse students, each coming with an individual program and different qualification system
- Lectures in the nursing field have complained that they are not considered equal to lecturers of higher education

Messes have fuzzy timescales

- Time-scales have been changed over and over again
- The stakeholders of the different colleges have been opposed to merging and postponed deadlines set by the cantonal representatives
- The changes should be in place in 2011 and the consolidation phase finished by 2013

Messes are unbounded in that they spread throughout the organization and, sometimes, beyond

- Even students, partners and parents are worried, where it will all end and when there will exist a consolidation phase again, which will offer some stability.

This Annex Table 2.2 illustrates the political, economic and social forces of change which the health and social as well as the educational sector in the Canton of Berne are confronted with; representing our organizational environment.

To analyse the change process which our college has to undergo in order to develop a post-graduate program for psychiatric nursing on tertiary level, I have chosen the characteristics of 'difficulties' see Table, 2.1 for the lay-out of the present situation. Although I am aware that these difficulties are intertwined with the messes explained in Annex Table 2.2 above, I am convinced that they are more manageable and more defined than on the national and cantonal level.

Annex Table 2.3: Difficulties

Difficulties tend to be smaller scale

- We know that our college has to finish its current curriculum program in 2012 – and feelings of loss, insecurity, frustrations and sadness are uttered.
- We have to develop a postgraduate course of tertiary level for psychiatric nurses so that no team members have to leave in August 2008. After this date new undergraduate nurse students have to inscribe themselves in the competence centre.
- The pilot course for the postgraduate program has to start in August 2008.
- The postgraduate program has to be a success as we have to negotiate our budget and our personnel resources on a yearly basis. Should we not have enough inscriptions for the postgraduate course our resources will be cut.

Difficulties are less serious in their implications

- Should the postgraduate course fail, then staff has to leave; however there is a shortage of qualified lecturers in Switzerland and momentarily they would not have problems finding a new job.
- The work-load is enormous as beside the normal workload of the nurse college which will function and graduate its students from the current program until 2012, a national postgraduate course has to be developed with no extra resources. Nevertheless, that is also an opportunity.

Difficulties can be considered in relative isolation from their organizational context

- Existential fears, although they seem less severe as perceived, they cannot be considered in isolation but play an important part in the organisational context and in the everyday life of the college.

Difficulties have clear priorities as to what might need to be done

- The priority to develop a post-graduate course for psychiatry is set.
- The priorities of how to re-task a college over a 5 year period to a tertiary post-graduate psychiatric care program is less clear as the current psychiatric-program as well as the post-graduate course will have to be offered simultaneously until 2011/2012.
- To cope with insecurity and constant change over such a long period represents a real challenge. If we will not recruit enough postgraduate students and a resource cut will have to be faced – who will be asked to leave first? Will they all leave the ‘sinking ship’ together?
- What kind of leadership-style best supports staff to transgress such a long and fundamental period of change?

Difficulties generally have quantifiable objectives and performance indicators

- Objectives and performance indicators have been communicated by the Education Department.

Difficulties have a systems/technical orientation

- The framework of a postgraduate course has to be implemented.

Difficulties generally involve relatively few people

- The team (20 people) has to be involved.
- It is clear which external stakeholders have to be involved at what time for what decision – the responsibilities are clear.

Difficulties have facts that are known and which can contribute to the solution

- Technical facts for developing the postgraduate course are well known.
- The human factor – how long is the staff motivated to work overtime, to take the risk to develop a postgraduate course which might fail, when is the frustration tolerance overstepped – is uncertain.

Difficulties have agreement by the people involved on what constitutes the problem

- Change from a secondary psychiatric nurse four year program to a post-graduate level psychiatric program.
- Go through a mourning-process to let the well-known and cherished routine go and be open and flexible for new challenges.

Difficulties tend to have solutions of which the type at least is known

- The whole team has to be involved in the post-graduate project, so that resources of knowledge and experiences can be used at its optimum and the work-load split

Difficulties have known timescales

- Postgraduate course starts in 2008
- Last student graduation who follow the current program in 2012

Difficulties are bounded in that they can be considered separately from the wider organizational context and have minimal interactions with the environment

- The political educational reforms in Switzerland (messes) and the internal changes (difficulties) of our college are intertwined and cannot be separated. The minister of Education (Mario Annoni, 09.11.2005) used the metaphor that the educational system is a huge building-site where blueprints are changed daily and educationalists have to show the highest flexibility. It is impossible to draw the line between an internal challenge which is not linked to an external kind of "mess" or vice-versa.

This Annex Table, 2.3 'Difficulties' describes what kind of difficulties our organization is facing, within a 'messy' environment.

Annex 3

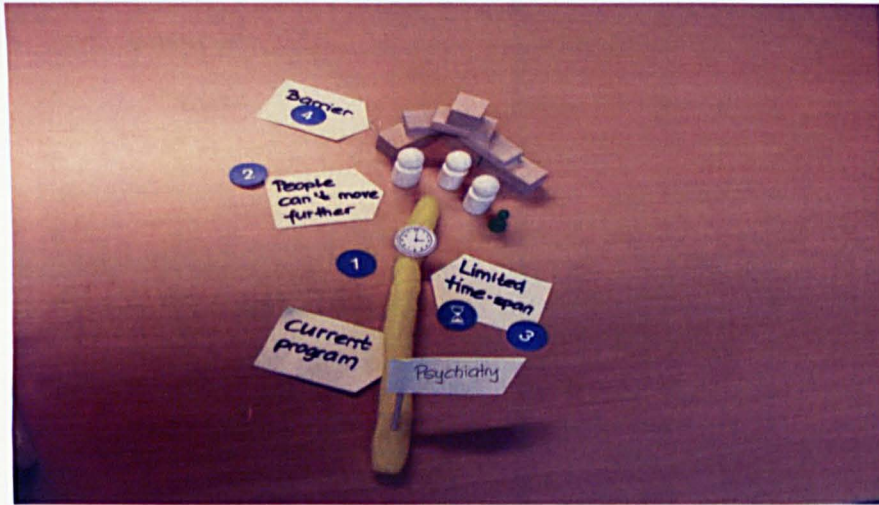
Omani picture process

30 October 2007



Picture 3.1

The group used some yellow Plasticine to model a path. The department leader of the 1st year said that this yellow path represents our current program. A little flag was created with the inscription 'Psychiatry' to indicate that we offer a four-year diploma course in psychiatric nursing and that this program symbolizes our identification: What we are, what we stand for and how we define our professional roles. It was said, that they are proud of this program and enjoy working in and for it.



The department leader of the 4th year took 3 white wooden pieces which were used to represent the lecturers. It was said that we have come to the end of our shared path, our shared task. Department leader of the 3rd year added a green one, claiming that not only the lectures had come to the end of their way, but that also the students were confronted with this reality. The staff laughed because the department leader of the 1st year criticised that it was pedagogically incorrect to use a smaller icon for students than for lectures. On a piece of paper was written 'People can't move further'.

The department head of the 2nd year choose the symbol of a clock to represent the fact, that we have not quite reached the end of our path yet, as we shall only graduate the last two classes in August 2011. On the third piece of paper it was therefore noted that a "limited time-span" has to be observed and the icon of an hour-glass was added. Further, the department leader of the 3rd year build a barrier right in front of the icons representing the lecturers and the students. It was observed that it would be difficult for people to claim over these high walls. Her answer was, that people do not have to claim over, they have to think sideways and be prepared to step in directions they are not used to in order to get round the high wall. The word 'barrier' was added as number 4 on the three-dimensional presentation.

Picture 3.2



The department leader of the 4th year asked team members if it would not be helpful to define the perceived barrier in front of the people. A tower was built out of wooden blocks and a label written with the words 'Work! Work! Work!' on it and a symbol of a letter supplemented to indicate the enormous amount of work which is perceived. Some coins were arranged in front of the wooden tower and the explanation 'so much to do – we need resources' given. The icon of a scroll was taken and the comment 'we need a new curriculum' noted. A box of salt was used as a symbol to express the perception 'it is bitter'. Somebody else tore some paper and formed little paper balls.

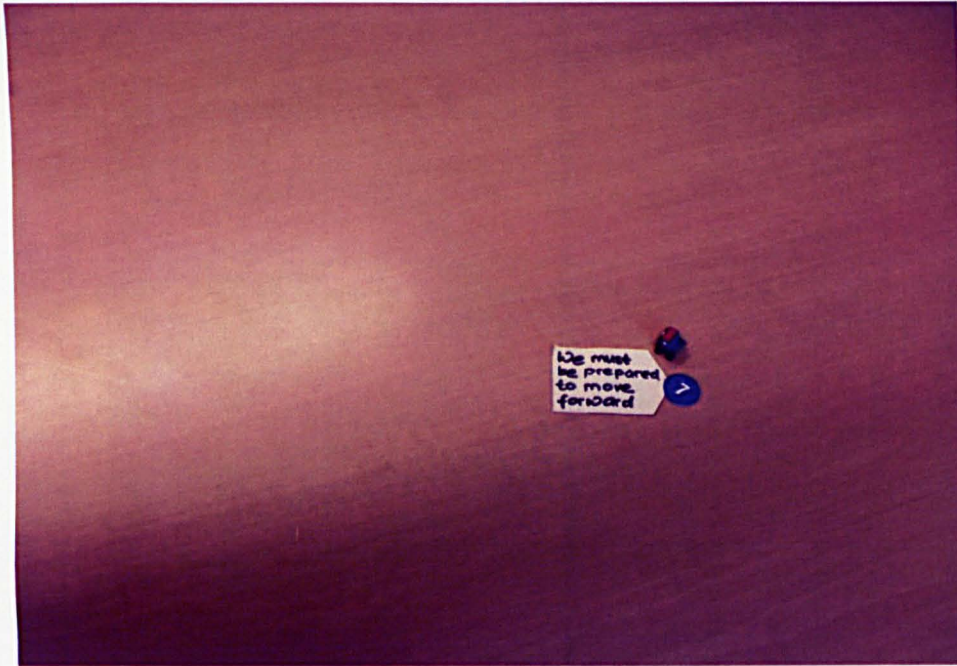
The representations of a question-mark and two unhappy smiley-faces were inserted and the words 'everything is crumbling' stated. However, beside defining the 'perceived metaphorical barrier' the staff started to supplement pictures to represent what was recognised supportive or even needed in this presented situation: a teddy-bear with the inscription 'we have to accept feelings of loss', two coke-bottles with the text 'we need to do things together – sometimes just a drink' and a radio with the note 'we need to net-work' were added to the picture.

Picture 3.3



Picture 3.4

The flower pot was chosen by a member and the text 'remember all the good things' silently adjusted in the growing image. The comment was given by the department-leader of the 2nd year that we definitively remember all the good things – but that it would be helpful, if the political stakeholders, would recognize all the good work we had done.



Department head of the 1st year picked up the car and added that 'we must be prepared to move forward'. Members joked that they hope to have a little bit a bigger car to do this journey or at least a more comfortable one.

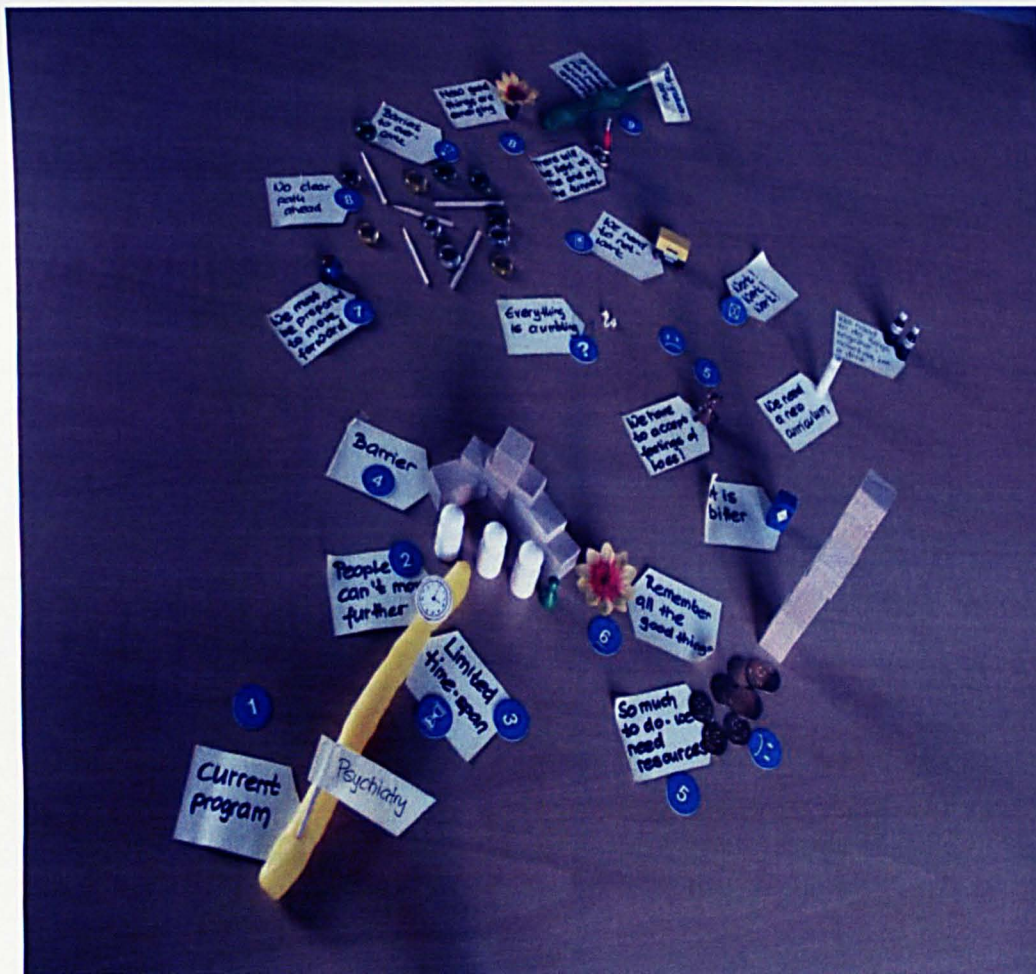
Picture 3.5



Department leader of the 3rd year constructed with glass-stones and wood-sticks a chaotic representation. Asked what she wanted to express she delivered the explanation 'no clear path ahead'. She said that she wanted to express dangerous marshland where although some strong material like stones or tree-trunks would take the weight of people wanting to cross the marshland, they had to be ready to jump and find their own way. It was discussed that one wanted to state this in a more neutral way, as it was not the aim that every individual would find its own way through the marshland and some would make it and some would die

during this endeavour. The team members agreed to just add the notice 'barriers to overcome' with the sign indicating 'one-way traffic'. A discussion had started amongst the members arguing how political decisions can take away opportunities of individual or communal decision making. It was agreed that in these kinds of situations created a reality where one was forced to go in the one and sole direction offered and had no possibility to turn round and come back. Nevertheless, the candle was added with the comment 'there will be light at the end of the tunnel'.

Picture 3.6



The department -leader of year 4th used green Plasticine to form a new path. Again a flag was created but this time with the inscription 'post-graduate course'. The comment 'gradually new path becomes apparent' was criticised by the team-members in the way, that within the health and social professions everything was constantly turned to a positive point-of-view, outcome or consequence. Nevertheless, it was agreed to leave the green path in the end, although it would have been an option to stop at the representation of the chaotic marshland (Picture 3.6). It was argued that 'hope dies at the end' and that the college had not reached the end yet. Further, a 'green path' expressing the hope that one day a certain routine would be established again, would correspond to the beginning of the metaphorical exploration of the perceived current college situation by the team-members

Picture 3.7

Annex 4

Examples of semi-structured interview

Semi-structured interview with Maggie in English

Semi-structured interview with Emma in German

Semi-structured interview with Maggie; 07 November 2007

Questions:

- How are you?
- What does the change mean for you?
- What do you need to cross the bridge of innovation?

Name	Interview	Reflections-in-action
		Reflections-after-action
ew	Thanks Maggie for taking part in this interview. I shall be taping it and afterwards I am transcribing it. You will be able to see what I have written. In a further step, I shall translate it into English for my thesis. Is this okay for you? You can tell be anytime, if you want something not included or if you want me to stop.	
M	No, that's fine for me. Just go ahead. I hate to be taped. The voice always sounds so awful. And do you remember this person form the Lindenhof told me that I got a voice like a man on the telephone?	
ew	Yes, I think so, too. The voice never sounds the same when recorded. I don't like it either. Furthermore, I always become aware, how I am not finishing my	

	sentences, or how many 'eh's' I make.	
M	Yes, this is exactly the case. But we can start now.	
ew	Well, I wanted to ask you – how are you?	
M	I find it difficult. The whole restructuring, the many reforms, the never ending change. The lecturers are never here, they are always away for doing their further education, I can work like mad. I never took a course of further education. There was always so much to do. And now there is no time either. It is like to late.	Asks in a way for further education; tells me that she has a lot to do. The whole restructuring is a difficult process for Maggie.
ew	Yes, you are right at the moment I am very glad that you are here – and that you do work like mad. But we could see next year if you could do something. What do you mean?	Yes, I am right, she would like to be offered something, too.
M	Well, I am needed here. Perhaps I could just to 2 or 3 days for keeping-up to date with the 'new way of correspondence'.	What does she tell me – that she is needed or that she needs to be needed?
ew	Good idea, have a look what the Canton offers. They normally offer such modules.	
M	Shall do, but only next year. Now I am just doing overtime. At least that is the way, I see it.	Continuous education seems less important as I thought at first.
ew	I wanted to ask you ' what the change means for you? ' But I think I you have told me already a little bit about it. However, I can say one thing: You must be tired!	

M	Tired? I am dead tired! Sometimes I even think that I am mad. You know I could go next door. Perhaps they would do a little hypnosis with me, too. (Laughs)	
ew	Well, perhaps I could with you. Perhaps they do a package' two for one'. No common, I am concerned, that you are so tired. Perhaps we could see that Claire, Mary or Dario can help you. We have a meeting anyway next week, just the administrative staff – and we could see that you get help.	Maggie obviously feels on her last legs.
M	No, I have got no problem. I do not need any help. Until I have explained it, I am quicker doing it myself. Explaining needs time. And they do not know the way I want to have it done.	It is always the same with Maggie, she does not want to delegate any work. Perhaps the problem of delegating has something to do that she needs to be needed.
ew	But they could learn the way you want to have it done. If you suddenly would get ill, they would have to take over as well.	
M	No, it is just the phone. The phone rings incessantly these times. Then I am disturbed and have to see where I was to continue and then it rings again.	
ew	Do you know what, we could see that Sibylle takes the phone? It would be a good thing, if she would learn to answer the phone. She is so shy and this would perhaps give her the opportunity to	
M	No, that is not a good idea. She does not know anything yet. She would always have to come and ask me. Then I would be disturbed even more. I would have to	So that is not a good idea. The phone is important for Maggie.

	<p>explain it to her and then answer the phone in the end nevertheless. We get so many phone-calls and then you need to give the right information. The phone is our image. It is really important.</p>	<p>The phone is the first contact with potential customers. It is also power, because it depends what you say and what you don't say. You are informed first what is going on; you know who phoned whom, etc. By proposing Sibylle – I have told her – that anybody could do it. That's probably, why she said, that it is our image, part of our corporate identity. Well, she is right there, but I would be happy, if she could learn to delegate a bit. Need to talk with Eliane about it. Perhaps she has got an idea.</p>
ew	<p>But perhaps we could plan it for Friday. Fridays, we normally do not get so many phone-calls and it would give you a day</p>	
M	<p>I 've got holidays next May. I shall see that Sibylle takes the phone then.</p>	<p>So Esther, the phone is a definite taboo.</p>
ew	<p>Maggie, how could I/we support you to cope with this immense amount of work?</p>	
M	<p>It is always the administrative staff, who have to do everything so that the lecturers can cross the bridge and have a better life, earn more money and have a secure job. Have you ever thought about how much more work this creates for</p>	<p>I think Maggie is jealous – the lecturers seem to have so many goodies. No, I think she wants to be valued for what</p>

	us, to make a new course known? That's why I have also so many phone calls. And you need really to know what you have to answer and what you have to ask. But the lecturers can do whatever they want.	she did and does. She needs to be valued for the past performance (Wengel and Hipp, 2005)!
ew	Yes, Maggie that is true. Their job is changing. They have to learn new ways of lecturing and they will earn more money, once they teach on tertiary educational level. But even when our college changes to tertiary education, cantonal administrative work will not be paid more. We all know that. But what can I do for you so that you are not submerged in work?	Well, that's me. Always looking for a quick fix that things function again. Why could I actually not see with the Canton that administration-staff gets paid a little bit more or that they get a bonus for doing all this extra-work. I shall see what I can do.
M	Well, that is it again. I always have to come to you, if I want something. You offer everything to the lecturers, but I have to come.	So I have to make a point of going more often to her and ask her what she needs. It is true; she always has to come to me.
ew	That's true Maggie, and that I can change. I shall come to you regularly, and ask you what you need or just ask you how you are. But as you are here, is there anything, I can do?	Still wanting to be the transformational hero. What can I do so that you feel better- Jones et al. (1996) – what can you do that you feel better and how can I support you in it?
M	No, I just wanted to say, that I am still very flexible with my 58 years!	So, she gives me the answer as well. She is almost 58 and flexible. She does need somebody, who does everything, she can

		do it herself. She would probably have liked, if I thanked her for her flexibility and offered her some kind of short time win, just as mentioned by Kotter.
ew	That is true!	Well at least I have not argued here to be Kotter's leader with a capital L.
M	Well, everybody must help. But I could not tell you, how you could help for the moment.	That makes it difficult. But she mentioned the bridge.
ew	You have said beforehand, that we are crossing the bridge. How could I help you and the administrative staff to cross the bridge?	Same mistake as before, but at least I ask her how I could help and not how I could do it for her.
M	There are just so many new things. I have to get my orientation first. I am the maker. I was 15 years alone and did my work all be myself. Now you have often 5 different people coming and telling me what should be done. I hate that! I wish, I could just get on with my work. But now everybody thinks that they got some important information – and then we have so many team-days like never before and I always have to take the minutes.	She has to find her new place. No, she is right. She has surely to find her place again, but we are confronted by responsibility-confusion. I often think that myself, beforehand we just worked, and now we seem to discuss endlessly, only half gets done and as soon as there is a decision to make – I call for another meeting; just as suggested by

		Tannenbaum and Schmidt (1973, I don't know if I can do this! It is not my style.
ew	Would it be helpful if Maria and Claire and even Dario – if we would rotate with who takes minutes? What do you think.	
M	That would be an idea. Now also the exams are coming-up and I have to prepare everything for the diploma-registration.	Finally, I can offer something; but obviously, the team-days are not so important for her; or not important to define herself and her job.
ew	That is easy enough done. We see next week who writes what protocol.	
M	The committee protocols, I shall write. But the team-day ones, that would be good if it could rotate. After all, we are a good team. Especially we, who work in the administration; are a good team!	Exactly, committee-protocols are important; they are official. I might be straining the term 'team'. It is true, she has worked so long independently and now we have one team-day after the other. I might cause Greiner's saturation of team-work.
ew	Could you once take a day off before Christmas?	Being in the role again 'I know best'...Always wanted to be seen as the one who has the solution.
M	No, you know that there is this whole project, and the papers and documents	She might be wishing for some stability

	need to be written. Well in 5 years I will get my pension. How many more projects shall we do until then?	again.
ew	I could imagine a few more. You were never the quiet type. You always like to do new things, or see how it could be done better.	I make a compliment.
M	Yes, I am the maker. And after all, I like to work here.	She likes to do things more than to talk about it. Just likes to get on.
ew	I know that, I can see and feel it. I think we could stop here. I thank you very much and I would be happy, if we could meet next month again, to see if you came across anything, which would help to cross the bridge. Like you said that it would be helpful to rotate the team-protocols. Perhaps there are other things which would decrease your work-load.	
M	Yes, that is fine, but perhaps we could see after Christmas. Now, it is really busy.	
ew	Well, thanks once more, and that is fine by me. I shall ask you after Christmas to fix a new date.	

Semi-structured interview with Emma; 07 November 2007 (not translated into English)

Fragen (Questions):

- **Wie geht es dir?** (How are you?)
- **Was bedeuten diese Änderungsprozesse für dich?** (What does the change mean for you?)
- **Was brauchst du, um die Innovationsbrücke zu überqueren?** (What do you need to cross the bridge of innovation?)

Name	Interview	Reflections-in-action Reflections-after-action
ew	Emma, ich danke dir ganz herzlich, dass du bereit bist für dieses Interview. Ich freue mich auf unseren Austausch. Du weißt jedoch, dass du jederzeit sagen kannst, dass ich den Recorder anhalten soll, dass ich dieses oder jenes nicht in meiner Arbeit aufnehmen soll, oder dass du ganz abrechnen möchtest. Zuerst will ich möchte ich dich aber ganz einfach fragen wie es dir geht?	
Emma	Ich habe es bei mir aufgeschrieben ‚Loslassen – Übergabe an Peter!‘ Sven hat sich um die AJ-Leitung geglückt. Ja, ja! es ist uns gelungen Sven wirklich in Ruhe zu lassen, nicht zu drängeln, nicht unbedingt zu versuchen ihm dies aufzudrängen. Und natürlich bin ich schon sicher dass ich gehen lassen kann und Peter wirklich übergeben kann. Ja genau, und aus diesem Grund konnte ich Sven auch gehen lassen. Mit der	Security to give-up her responsibility to Peter. Regrets that Sven was not interested in doing so. Schuld? Hat Sven ihre Vorstellungen nicht erfüllt?

	Vorstellung, dass er wirklich etwas anderes gelebt hat.	
ew	Ja genau. Und was bedeuten die Veränderungsprozesse für dich?	
Emma	Loslassen der Arbeit überhaupt natürlich. Aber dies ist im Moment kein Thema.	Warum ist dies kein Thema? Das ist doch unser Hauptthema!
ew	Nein, dies ist.-	
Emma	Nein, und es ist auch schön, dass du dich auf mich gestürzt hast	Habe ich falsche Hoffnungen geweckt?
ew	Nein, dies ist wirklich ein Thema im Moment!	
Emma	So, dann glaube ich, dass wir die Zielerreichung überprüft haben.	Ich bin unsicher, ob sie mich versteht, oder ob wir aneinander vorbeisprechen!
ew	Vom letzten Jahr – ja, aber ich wollte eigentlich wissen, wie es aktuell ist.	
Emma	Dann können wir übergehen zu dem Punkt wie es mir geht und wie ich alles empfinde?	
ew	Ja.	
Emma	Mmh – mmh – Loslassen – sich verändern.	Letting-go, having to change
Sue	Veränderung ist ja einer der tollen Motivatoren, die ich ja immer feststelle bei den Lernenden, wenn ich ganz an der Basis sagen kann: 'schau und dann sagt der Patient zu dir dies und dann kannst du das machen'. Und das fasziniert die Lernenden und behält sie, ihre Motivation hoch sich auch hinein zu geben. Nicht nur zu lernen, sonder	Nimmt gerne Veränderungsprozesse bei den Studierenden war. Dies ist eine Motivaton für Emma. All my lecturers want to do is

	auch wirklich – ausüben. Dies ist doch dasselbe bei einem Veränderungsprozess. Ausüben und lernen.	provoking change in our students. That is there motivator, their aim. Aber bei sich selbst geht dies nicht so einfach.
ew	Ja genau!	This is exactly what Lewin says. Aber ich weiss nicht, ob wir beide auf demselben Dampfer sind.
Emma	Und ausprobieren.	To train – that is Lewin again!
ew	(lacht)	
Emma	Denn für mich gibt es nicht so viele gute und interessante Weiterbildungen. Denn ich bin die, die meistens alles weiss, und nicht die, welche die Fortbildung machen. Deshalb – es gibt vielleicht schon wieder etwas, das wir auch im Hinblick auf die ‚gemeinsame Haltung‘ zusammen machen möchten. Ich muss ein wenig schauen, was sich anbietet. Es ist nicht so viel auf dem Markt. Was jetzt gerade im neuen Pflegeheft war ist dies von der Uni-Studie, was Rebecca Spierig gemacht hat. Sie ist hoch spannend. Lydia Hohl, sie ist eine der Pflege-theoretikerinnen aus den 50-er Jahren. ---- Sie ist aus Amerika und hat bereits ein Spital ohne Ärzte geführt, also nur von Pflegenden geführt. Sie war damals bereits eine Doktorandin, eine Doktorin, soweit ich mich erinnern kann. Und ich habe in meiner ersten Pflegeausbildung dieses Prinzip gelernt. Dies macht natürlich hellhörig für alle Bewegungen, welche in diese Richtung	Ich weiss alles – Selbstbewusstsein. Gemeinsame Haltung. Antonovsky Doktorandin scheint sehr wichtig. Befinden wir uns in einem Austausch oder in einem Konkurrenzkampf? She is already mentioning the resistance which needs to be overcome; Ford and Ford (2009).

	gehen. Die Widerständigkeiten der Pflege nutzbringend einzusetzen. Nicht nur der Zudiener sein. Vielleicht gibt es etwas in dieser Richtung, das wir machen können. Aber jetzt können wir zuerst einmal mit unseren Widerständigkeiten umgehen.	
ew	Ja absolut.	
Emma	Ich hoffe, dass der Konflikt mit Alois – ja- sich ein wenig verschärfen wird. Durch die vielen Examen, die wir miteinander in relativ kurzer Zeit machen müssen. Ich hoffe, dies ist die Hoffnung jedoch – dass ich es schaffe, dass es zu mehr Kooperation kommt. Dass er wirklich spürt, dass es nur gemeinsam zu lösen ist, so eine grosse Aufgabe. Wie jetzt seine beiden Klassen und unsere DN I Studierenden. In der gleichen Zeit müssen diese ihre Examen ablegen können und ihr Abschlüsse machen und dies bedeutet, dass wir die Zeit ganz gut einteilen müssen. Wir sind die, die wir sind und dies muss ganz sorgfältig eingeteilt sein. Ich weiss nicht, ob du für die Ferien eine Vorgabe machen musst, für nächstes Jahr, so bald wie möglich, damit wir in diesen Wochen nicht Ferien machen können. Es wäre überhaupt gut, wenn du die Ressourcen festlegen würdest.	<p>Ich habe den Faden verloren, da sind so viele Themen wie</p> <ul style="list-style-type: none"> • soziale Kompetenz • Konflikt mit Alois, • Zeit gut einteilen • Lehrer knapp • Kooperation und ich sollte eine • Vorgabe machen, wenn Ferien genommen werden können • Ressourcen zur Verfügung stellen
ew	Ja, Emma, es ist eine gute Idee, wenn ich überprüfe, wann wir Ferien machen sollten und wann nicht.	Tells me how I could control it better.
Emma	Ja, es braucht es einfach, wenn wir ernsthaft und gut unsere Abschlüsse machen wollen, von all diesen, die da ihre Abschlüsse machen müssen. Wir müssen einfach	She tells me what best to do to cope with the change.

	ganz gut unsere Kräfte bündeln.	And that is exactly what I have done, and it was not such a good idea. I have to stay authentic, even if I am wrong – at least I am authentic.
ew	Ja genau. Ich möchte dich aber fragen, was dieser Veränderungsprozess für dich bedeutet?	
Emma	Ich bin durchlässiger geworden für die Gefühle. Ich habe drei Mal geschluckt am Anfang – und ich denke, es ist natürlich so – karikieren tut man sich im Alter mit den guten und den negativen Seiten und dies wäre jetzt so ein Punkt. Ich denke aber, dass ich in meinem Alter absolut noch in der Lage bin dies – besser – wahrzunehmen. Nicht zu korrigieren, sondern bewusster noch zu leben. Mir auch ganz sagen zu können, du jetzt ist es wirklich nicht nötig. Oder – das wäre mein Wunsch, dies ist also so etwas, das mich jetzt gerade, als soziale Kompetenz bei mir gesehen werden kann. Da möchte ich wirklich wieder, ich bin vorher nicht so gewesen, dass ich so durch den Druck und eben durch Älterwerden und weiss auch nicht was (lacht) da in etwas reinkomme, das ist neu ist für mich, das mich aber absolut sieht, dass man sich auch verändern kann. Ich will nämlich nicht so durchlässig werden und schnell weinen. Im letzten Blockkurs in der letzten Woche hatte ich ja so einen Einbruch und da habe ich beinahe vor den Lernenden geweint. Weil sie sich so aufgeführt haben, einfach ein paar wie kleine Kinder. Und dort habe ich wirklich beinahe die Fassung verloren. Und	<p>Age</p> <p>Durchlässig für Gefühle</p> <p>Bewusst wahrnehmen</p> <p>Empfindet Druck durch die Veränderung.</p> <p>Nicht nur unsere Veränderung, sondern auch das Älterwerden verändert. Es wird schwieriger Gefühle zu kontrollieren, cool zu bleiben und sich nicht unter Druck setzen zu lassen. Sue hat mit zusätzlichen Veränderungen zu kämpfen.</p>

	wenn die beiden Herren nicht auch dabei gewesen wären; ich weiss nicht, ob ich nicht hätte rausgehen müssen. es hat bestimmt den Lernenden auch gut getan.	
ew	<p>Ich geniesse den Austausch mit dir. Also wirklich – Ich freue mich jeweils auch, wenn du wieder da bist; oder ich schaue, wenn du wieder kommst. Und ich nehme dich wirklich als offen und immer als neugierig wahr. Ja, und jemand der eine natürliche Neugierde hat, nicht eine unangenehme. Wirklich eine wissensbegierige und gute. Und eigentlich auch jemand, der immer wieder eine Chance gibt einmal ohne Vorurteil. Du sagst manchmal, das muss ich gar nicht alles wissen. – Oder das ist wie Geschichte, jetzt beginnen. Ja, da denke ich, da konnte schon mancher Studierender profitieren; um einen guten Einstieg zuhaben und eben nicht mit der Vorgeschichte konfrontiert zu sein. Und dann nehme ich dich natürlich auch wahr, als jemand der Konflikten nicht ausweicht, sondern auch konfliktfreudig ist und dies ist gut. Auch ein wenig drin stochert und – zum Teil auch ein wenig anheizt. Aber auch eine – eine gute Art. Eben – nicht den Deckel drauf tun und es modern lassen und warten bis es – es ihn lüpft.</p>	<p>Komplimente +++</p> <p>Was ist meine Absicht? Was will ich erreichen? Aber ich bin auch echt dankbar, was sie macht. Hier ist es mir auch gelungen, wertzuschätzen, was sie bis anhin gemacht hat nach Wengel und Hipp (2005).</p>
Emma	<p>Eben so ein wenig verschärfen oder zu mehr Kooperation animieren – es kann – es ist jetzt eben so in der Schwebe dieser Konflikt. Und eben auch Peter irritiert etwas. Das macht mir eher ein wenig Sorgen, dass es ihm ablöscht; ablöschen würde – weisst du. Ich kenne ihn jetzt noch zu wenig, aber dies ist auch so eine gewisse Sorge. Wobei ich kann mir auch vorstellen, dass er es angeht. Ich denke, dass er vielleicht auch eine Klärung herbeiführen kann. Einfach von Mann zu Mann, gell!</p>	<p>Konflikte zwischen Team-Mitglieder.</p> <p>Es ist gut spürbar, dass sie ihre AJ-Leitung wahrnimmt. Emma ist noch voll dran, damit ihre Abteilung gut läuft.</p>

ew	Ja, ich denke, manchmal ist dies noch ganz gut. Manchmal ist dies schwieriger zwischen Frau und Mann.	
Emma	Weil halt da auch immer noch anders reinspielt. Ob du willst oder nicht. Ich kann mich einfach nicht männlich machen.	Genderfragen tauchen auf. Vielleicht ist es für meine Männer auch nicht immer einfach eine Frau als Chefin zu haben.
ew	Nein, zum Glück nicht lacht). Aber du kannst ja auch gut umgehen mit deinen Ressourcen.!	Bringe Ressourcen in Spiel.
Emma	Der Umgang mit Ressourcen? Als eine Psychiatriepflegefrau sage ich dir, dass wir Borderline Symptome zeigen. Wir wollen die Innovationsbrücke überqueren, und gleichzeitig unternehmen wir alles, um dies nicht zu tun. Wir sagen, dass wir es als Team tun können, wissen aber, dass nicht eine Organisation über die Brücke laufen kann, sondern nur Individuen. Wir sagen, dass wir über die Brücke laufen würden, wenn wir die Ressourcen hätten. Aber ich denke, du musst die Ressourcen finden, sonst werden wir als Team auseinanderbrechen. Ich will mein Möglichstes tun. Ich kann immer noch mehr Arbeit mehr leisten. Indem ich eben zu Hause ganz gezielt plane und auch entspanne und Hilfen beanspruche, sei es im Putzen, sei es im Garten. Ich habe gemerkt, dass ich mehr Hilfen beanspruche. Dass mich dies jedoch auch befriedigt. Da kann ich auch ein wenig das Loslassen üben. Ich habe ja Mühe gehabt, wenn sie zum Putzen kam, und das Zeug nicht ans gleiche Ort gestellt hat. Dann	Ressourcen, damit das Team nicht auseinander bricht Zu Hause planen. Loslassen üben auch im private Bereich Den andern etwas mehr begegnen Sie macht dies eigentlich ganz toll auch im privaten Bereich. Sie kann ihren persönlichen Frust in Ressourcen umwandeln. Eigentlich so wie dies von Ford und Ford vorgeschlagen wird.

komm ich mit dem Rollstuhl nicht durch oder schlage mich an. Ich laufe auch gerne im Finstern herum, weil ich eh nicht gut sehe ohne Brille. Und wenn die Dinge nicht dort sind, wo ich sie sonst immer habe, so schlage ich mich auch an. Dies ist nicht so gut für meine Haut; aber ich habe auch gemerkt, ja doch, im Umgang mit Ressourcen konnte ich noch etwas zulegen. wo ich nun wirklich mehr Überlegungen mache. Wie ich etwas organisieren will. Ich habe dann auch eine wunderbare 3-Seen Rundfahrt Am Samstag gehabt mit Freunden, gegessen und das Wetter war super. Gelaufen sind wir nur kurz, weil die Biese uns die Tränen in die Augen gedrückt hat. Aber so, dass ich auch ein wenig mehr auf diese Ebene für mich etwas Gutes tun kann, damit ich die Gesundheit erhalten kann. Viel bewusster – und habe auch mehr getan dieses Jahr – ja, im Bereich nicht mehr arbeiten zu Hause, nicht mehr leisten, sondern mehr wirklich auch mir etwas Gutes tun. Früher habe ich eher gefunden, wem es gefällt, der soll ins Wellness, wem es gefällt der soll immer auf den jeden Berg. Mir hat es gefallen in meinem Garten zu sein und zu arbeiten, in der Wohnung zu sein und Bücher zu verschlingen, . Ja und jetzt habe ich ein wenig gemerkt, da dies ist schon auch etwas Einsames. Du solltest noch etwas mehr, natürlich hatte ich dies schon immer, noch etwas mehr aus mir herauskommen. Den andern auch etwas mehr begegnen. Das ist für mich auch Hilfe beanspruchen. Dies tun wir viel eher den andern empfehlen, du musst Hilfe annehmen. Umgang mit den Ressourcen, also ganz persönlich aber auch an der Arbeit schon auch die Hilfe der andern brauchen. Sachen rauf tragen, das

	haben wir bereits lange.	
ew	<p>Ich hatte auch den Eindruck, du hast ein gutes Gleichgewicht gefunden für das Planen der hektischen Zeiten und dann aber auch wieder zu sagen – und dann bin ich nicht da, oder dann - - habe ich nicht Ferien, aber kompensiere oder was auch immer. Und ich denke – Nein – da nehme ich wahr, dass dies geklappt hat. Ja genau. Und zwar, so – das Planen, das konntest du immer gut, aber wirklich auch das Planen von Hektik und Nicht-Hektik, das denke ich. Das ist mir aufgefallen. Und ich denke, das begrüße ich sehr. Und hoffe dadurch – dass du auch noch etwas länger</p>	<p>Gutes Gleichgewicht zwischen anspruchsvollen und erholsamen Zeiten. Emma könnte sich ja pensionieren lassen, aber ich bin sehr froh, wenn sie gerade noch ein wenig am Ball bleibt.</p>
Emma	<p>Erhalten bleibe. Ich gehe heute oder Morgen noch abmachen. Die Kälte setzt mir schon etwas zu. Und bei mir geht es halt sofort an das Gebälk. (lachen)</p> <p>Und dann will ich dir noch etwas sagen zu den Studierenden. Das ist die Lehrerbewertung, die ich immer noch mit dem Fragebogen mache. Es ist immer noch im sehr guten Bereich – und – dass wir sehr viel – sehr herausfordernde Lernende haben – gehabt haben – mit viel individuellen Problemen – habe ich den Eindruck, dass wir es nicht schlecht gemacht haben. Ja – es sind Probleme da, aber dass sie sich – doch dass sie sich immer wieder von uns so – im Umgang mit den Lernenden – eigentlich – niemand zu dir kommt und sagt, die Lehrerin kann man nicht mehr brauchen, die ist viel zu alt. Das ist für mich eben, an was messe ich es. Das eine ist der Fragebogen, den ich im Rahmen der Qualitätssicherung zeige, wie sind dann die Fragebogen und wie braucht man sie. Sie sind auch immer sehr interessiert, wie ich</p>	<p>Teil mir mit welches Verhältnis sie zu unseren Studierenden hat.</p> <p>Niemand von den Studierenden kommt zu mir. Das ist das Qualitätskriterium von Emma. Kann sehr viel Offenheit zeigen.</p>

	zeige, wie können wir vergleichen, es sind Momentaufnahmen. Man muss es vergleichen, man muss dann schauen, welche Items haben sich verändert, ist es eine Klasse, sind es zwei Klassen, sind sie grösser. Wir sind mehr Lehrer, das verschiebt ja auch die Bewertungen – und ich sehe auch, dass es für die Lernenden spannend ist an einem ganz andern, einem echten Beispiel etwas so präsentiert zu erhalten.	
ew	Ja, und eigentlich auch an einem vulnerablen Beispiel. Denn ich meine, - du gibst ihnen dort sehr viel Offenheit, die - - wenn sie dir schlecht wollen, können sie dies sehr misen	
Sue	Ja kann können sie es ausnützen.	Kann auch Schwäche zeigen. Vielleicht will sie mir Mut machen, dies auch zu tun, zu wagen.
ew	Wirklich ausnützen – (Pause) und sehr grosse Verletzungen zufügen. Ich glaube dort kommt eben auch - - - das Vertrauen, das du ihnen gibst und – dies wird geschätzt. Das ist spürbar, dass das geschenkte Vertrauen, dass man dies nicht missbraucht.	Vertrauen – ist ein wichtiger Aspekt in ihrem Führungsstil.
Emma	Und sonst sage ich jeweils, er wird es auch spüren, was ich gemeint habe. (lachen) Und zu den Partnern, denke ich, so mit dem Kollegium habe ich es gut und viele unterstützen mich sehr gut. Und dort wo ich Probleme habe, haben wir sie erkannt, würde ich sagen. Und wir arbeiten dran und sonst habe ich eigentlich – ja, jetzt auch mit der neuen Mitarbeiterin, mit Sibylle, ist es auch kein Problem. Glaube ich. Sie kommt ja auch hin und wieder zum Kaffee hoch und dann merke ich, dass die Chemie	

	auf jeden Fall auch stimmt.	
ew	Ja diesen Eindruck habe ich auch. Auch, dass sie gut ins Team passt. Du hast ja alles tipp-top organisiert, aber gibt es noch irgendeinen Bereich in dem ich dich unterstützen kann. Auch gerade bei diesen ganzen Reformen, die wir momentan bewältigen?	
Emma	Was ich noch ein wenig merke ist, wir echt viel zu tun haben. Ich meine du bist auch immer dran und manchmal nehme ich dich beinahe etwas distanziert wahr. Vielleicht bist du ja nur müde. Aber du hast dich verändert, auch deine Ausstrahlung ist nicht mehr dieselbe. Ich habe dir ja vorher gesagt, dass ich gelernt habe Hilfe anzunehmen. Das ist nicht immer einfach, aber ich mache es. Ich denke, es – wäre gut, wenn auch du Ressourcen anbieten würdest. Dann würdest du entlastet und – auch wir brauchen Entlastung. Ressourcen eben. Es ist sonst sehr schwierig, mit all den Herausforderungen auf allen Ebenen – eben – fertig zu werden. Wir sind alle müde. Ich empfehle dir wirklich zu schauen, wie du die Ressourcen arrangieren kannst. Das war auch ein grosser Punkt an unserem Teamtag. Der Kanton kann doch nicht verlangen, dass wir immer mehr leisten und dafür nichts erhalten. Du bist doch der Chef, du musst doch Möglichkeiten haben. Ich denke- mit Ressourcen können wir die Reformen ganz gut bewältigen. Ist auch spannend. Bin ja mit allen meinen Partnern froh, dass wir nicht Fusionieren müssen. Das hast du ja super hingekriegt. Aber jetzt müssen wir unsere Kräfte bündeln.	<p>Habe mich verändert; an meiner Ausstrahlungskraft verloren.</p> <p>Das Team braucht Ressourcen.</p> <p>Ich höre vor allem die Defizite. Eigentlich gibt sie mir auch Komplimente. Sie bleibt ja auch und lässt sich nicht pensionieren. Und diese Defizite will ich dann gerade sofort auflösen oder kompensieren.</p>
ew	Dann bist du also überzeugt, dass wir mehr Ressourcen brauchen und dann schaffen	Ich paraphrasiere.

	wir es mit diesen Reformen umzugehen.	
Emma	Das ist noch so Partner, aber sonst habe ich eigentlich, habe ich eigentlich nichts gehört und mit keinen Partnern keine Schwierigkeiten und sie auch nicht mit mir. Sonst würden sie es mir hoffentlich mitteilen.	Sie nennt mich Partner. Genau wie dies im Distributed Leadership-style benannt wird.
ew	Ja, ich habe auch gar nichts gehört. Aber dann danke ich dir ganz herzlich für diesen Austausch und freue mich bereits auf unseren nächsten.	
Emma	Ja, melde dich nur, wenn du etwas brauchst. Und eben gell, Hilfe annehmen ist unser Thema.	